

Summary of the 1st Social/Gender Analysis Learning Stories Workshop

**Beijing, China
May 8-12, 2002**



INDEX¹

1. INTRODUCTION

2. DAY 1

2.1 Exercise 1: Situating the studies

2.2 Exercise 2: Presenting the study teams and organizations

2.2.1 Hue, Vietnam

2.2.2 Eastern-Himalayan Network

2.2.3 Mongolia

2.2.4 Local Initiatives For Biodiversity, Research And
Development (Li-Bird) Pokhara, Nepal

2.2.5 Nagaland Empowerment of People Through Economic
Development (Neped)

2.3 Situational analysis

3. DAY 2

3.1 Exercise 3: Defining project expectations and expected results

3.2 Exercise 4: Reviewing and revising the guiding study questions

3.3 Exercise 5: Understanding the meanings of integrating social analysis and
gender analysis

4. DAY 3

4.1 Exercise 6: Defining the study research questions

5. DAY 4

5.1 Exercise 7: Writing a study action plan

6. DAY 5

7. EVALUATION

7.1 Lessons Learned

7.2 Achieving Objectives

7.3 Workshop Methodology / Dynamics

7.4 Overall Satisfaction

¹ We would like to acknowledge the superb editing work done for this report by Reena Prasad.

1) INTRODUCTION

Most if not all of the research teams supported by the International Development Research Centre's Community-Bases Natural Resource Management (CBNRM) and Sustainable Use of Biodiversity (SUB) programs in the Asian region have made efforts to integrate a social/gender analysis component into their research designs. For some, in particular the more natural science focussed research teams this has not been an easy task. For others, the organizational context has made this a challenge, e.g., when research managers do not see much relevance to "put people centre stage." Others, although trained as social scientists, have found the tools at hand of little use, e.g., due to a lack of "sophistication" or cultural appropriateness.

Many of IDRC's partners expressed a desire to learn about existing efforts towards integrating social/gender analysis in biodiversity and natural resource management programs. These efforts would highlight those 'on-the-ground' practices, as well as illustrate unique and diverse contexts *within* the Asian region. This initiative aims to document, analyse and compare a number of these efforts through a *joint* effort of six project teams and IDRC program officers as an input into the strengthening of ongoing activities at the project and/or organizational levels. These social analysis/gender analysis (SA/GA) mainstreaming studies or "learning stories" intend to emphasize local meanings and understandings, approaches and methodologies of employing social and gender analysis. These stories could be "successes" or "failures;" their principal aim is to illustrate a learning along the way – the success could be in the process itself, although the ultimate results achieved may be less spectacular.

It is understood that the implementation of social/gender analysis is an iterative process. A "perfect" social analysis does not happen over night, and too often researchers are criticized for what is lacking in a social/gender approach, rather than supported for the efforts that are made. The idea of this initiative is to support those efforts towards integrating SA/GA research methods *at many levels*. This will give the other researchers an opportunity to learn about *different* approaches to a diversity of issues, and find out more about how people have adapted "standard" approaches and/or methods, or developed innovative strategies. Bringing together a number of (contrasting) studies or stories allows us to share practices and methods used in designing and implementing social/gender issues and analysis into the research, and to further support and encourage researchers in these efforts.

1ST WORKSHOP

From May 8-12, 2002, the Chinese Centre for Agricultural Policy (CCAP) hosted the initial project workshop in Beijing, bringing together the 3 CBNRM and 3 SUB research teams from Mongolia (the Ministry of Nature and environment and the Gender Center for Sustainable Development); Vietnam (Hue University of Agriculture and Forestry), India (NEPED: Nagaland Empowerment of the People through Economic Development); Nepal (Li-Bird: Local Initiatives for Biodiversity Research and Development)²; India-Nepal (Eastern Himalayan Network); and China (CCAP of the Chinese Academy of Sciences, also the “home” of the project), along with IDRC CBNRM and SUB Program staff.

The group met together over an intensive five days with the aim to:

- learning more about each other and each other's organizations
- developing a common understanding of key issues and concepts including a framework for the project
- developing action plans for building on ongoing work through the further integration of social/gender analysis.

The group worked very well together, supportive of each other yet also critically asking many questions. A wealth of ideas and experiences were shared, some of which have been captured in this report.

Before meeting in Beijing, a number of exercises had been circulated which outlined the work for the five days workshops. These exercises, the workshop process, discussion, and outputs are explained in the following pages.

In addition, as an output of the whole workshop, each team completed draft action plans. These are now being finalized by the teams (June 2002).

2) DAY 1

Introduction of the Umbrella Program on Supporting Capacity Building for Social/Gender Analysis in Biodiversity and Natural Resource Management Research In Asia (Project no : 101095)

The Learning Stories project is one component of a larger, so-called Umbrella Program supported by the CBNRM and SUB programs of IDRC, with additional support from the Gender Unit.

² Unfortunately, the LiBird team was unable to attend the workshop due to problems in obtaining a visa.

Goal

- The overall goal of this umbrella activity is to support partners in the unique contexts of Asia to enhance their capacity to develop and adapt methods to integrate and implement social/gender analysis in natural resource management projects.

Objectives

- to support the integration and practical application of SA/GA at the field level through training and support programs;
- to develop culturally appropriate (or adequate) approaches and tools for SA/GA in NRM research;
- to support interactive south/south networking and information exchange among researchers interested in integrating SA/GA in NRM research;
- to build capacity within institutions to mainstream gender in project activities and within the institution itself; and
- to document progress and good practices made by researchers towards integrating SA/GA in NRM research in Asia (process and outputs of objectives 1-4).

Recognizing that a multi-pronged strategy is needed to support partners in different ways, the umbrella program is comprised of a number of different sub-activities to help address these issues. Specifically, the program will employ a strategy which aims to integrate three main aspects: *a) the integration and practical application of SA/GA at the field level; b) focus on key SA/GA issues in the specific context of NRM research; and c) development and use of culturally adequate approaches and tools.*

The program (December 2001-December 2004) is being implemented through four interrelated modalities:

1. Iterative Training Programs (Vietnam, Eastern Himalayas)
2. Documentation and Sharing of “Good Practices” in SA/GA and NRM Research
3. Interactive Networking on SA/GA and NRM in Asia
4. Organizational Strengthening

Learning Studies

The learning studies or stories project is the second component, aiming to document and share partners’ efforts at integrating social/gender research methods in NRM related activities. The selected cases will illustrate ‘on-the-

ground' examples, both in terms of challenges and opportunities, successes and disappointments, and highlight a number of different methods used and adapted in the very diverse contexts within the Asian region.

This project looks at what has been done/is being done in organizations in terms of capacity development, but also at how this has been done/is being done, and what the enabling and constraining factors are impacting on the process. In addition, it asks how best to support these capacity development efforts.

The project proposes a case study approach with six guiding questions as a basis, some guiding conceptual and methodological elements (an action-oriented approach), and a methodological process of workshops, fieldwork, and the production of a number of products.

The six cases brought together reflect a diversity of strategies, approaches, and methods used.

The roadmap for the workshop outlines how the seven planned exercises link to the overall objectives and anticipated outputs of the workshop. This roadmap was further refined as the meeting proceeded to illustrate how the exercises contribute to the broader goals of the overall program.

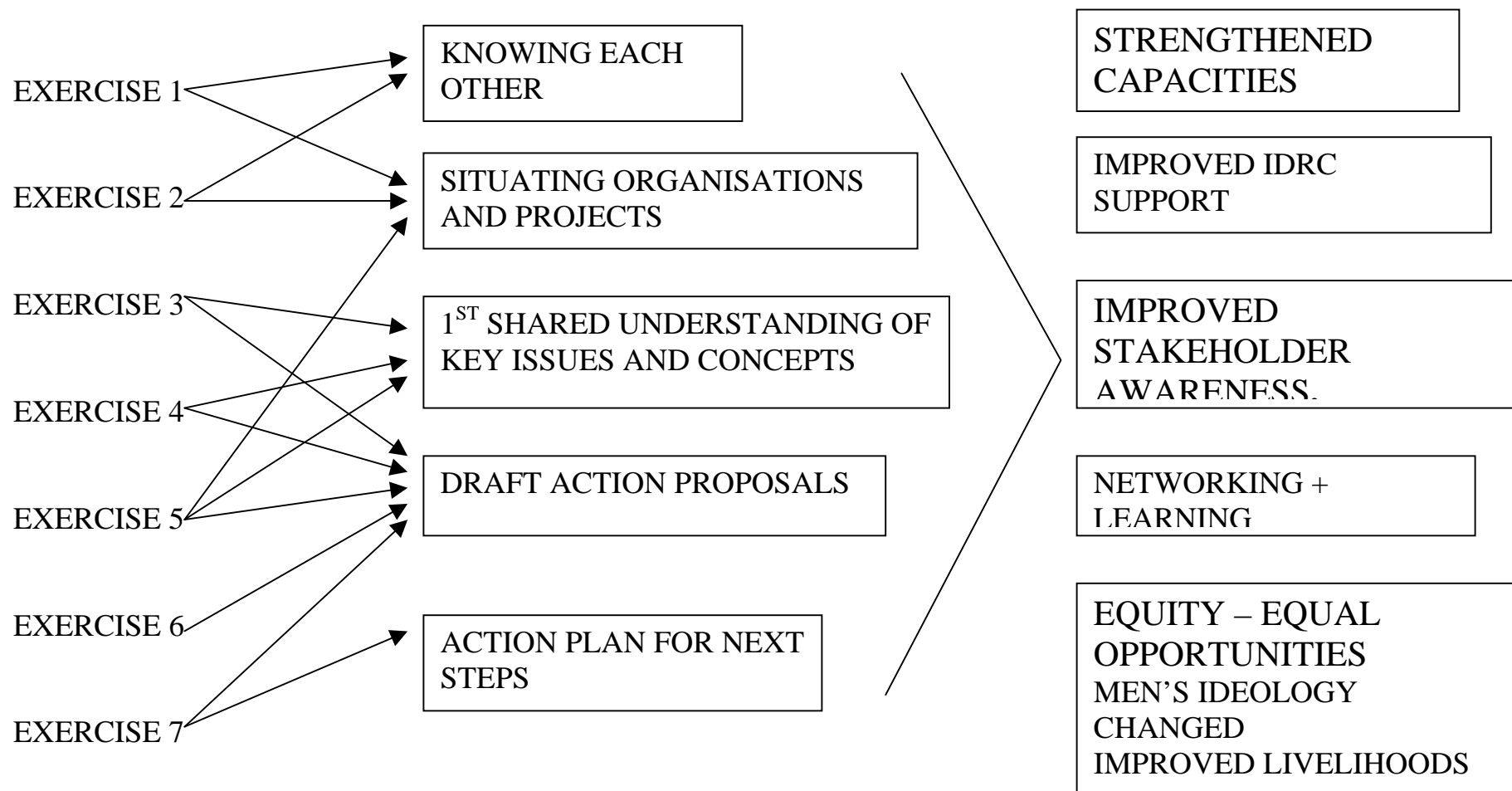


ROAD MAP

1ST WORKSHOP → FIELD WORK → EXCHANGE → 2ND WORKSHOP → DISSEMINATION → ?

1ST WORKSHOP

OUTPUTS



Exercise 1 and 2 were completed before the workshop, and presented on Day 1. The exercises process, and presentations are outlined below.

2.1) Exercise 1: Situating the studies

By team, prior to the 1st workshop.

For the SA/GA learning studies project we would like to be able to situate the six selected participating teams in the *diverse panorama* of development research efforts underway in the South and South-east Asian region. This will help us to better understand what each team is doing, how and under what conditions. It will also allow us to (better) compare the teams and their efforts as well as the studies that we will be carrying out.

We consider the following criteria as indicative of this panorama:

- the type of organization, e.g., NGO, NARS, CGIAR centre, network: this encompasses mission, activities and functions, structure and staffing, funding
- the place or role of social analysis/gender analysis in research, training, extension
- the experience and know-how level of staff about social analysis/gender analysis
- the nature of the work (projects, programs, consultancies, services)
- the context: political, economical, and historical
- the kind of external support/linkages the organization maintains

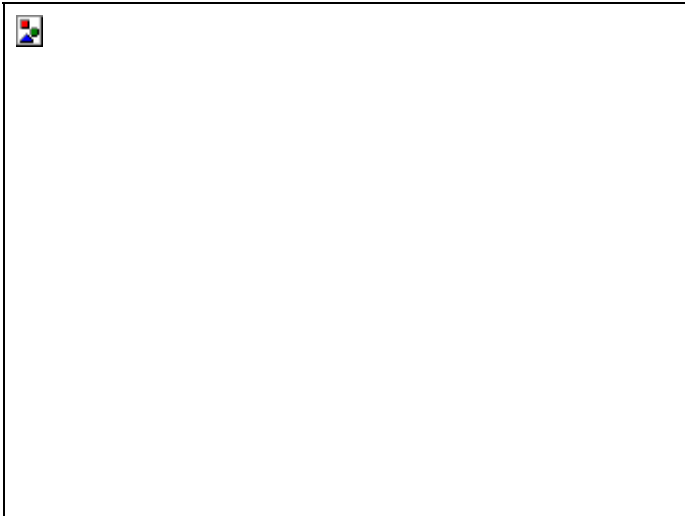
Please describe briefly your organization and/or project in terms of these six criteria. Consider if you would like to add another important situational criteria; and if so, please also provide a short description. We would like to share the descriptions prior to the 1st workshop. You will also be able to use them when presenting your team on day 1 (Presentations of the six case study teams).

2.2) Exercise 2: Presenting the case study teams and organizations

By team, prepared prior to the 1st workshop, presented in plenary during the workshop (Day 1).

In order to start to know each other, we would like to spend some time on day 1 to exchange experiences. Please prepare a 20 minutes presentation about your team, organization and work in an *original way*, for example, by means of a photo show, video ... Please also bring copies of other materials produced by your team/organization, such as brochures, publications, CD-roms that tell about your research and development activities, results and challenges.

Process:



These exercises were completed by participants before the workshop, and we began the session with presentations by five of the six research teams (as one team was unable to attend the workshop). Elements of exercise one from each team were then brought together in a chart to facilitate comparison.

Some recurring *questions/comments* that arose during the presentations included :

- ? How can we best reach poor and disadvantaged groups?
- ? How can we best support equitable access to resources?
- ? How can we move beyond the diagnostic stage to analyze more complex interactions for action/change?
- ? How can we best study market linkages for income-generating activities, support increased benefits to disadvantaged groups (value addition, empowerment)?
- ? How can we more intensively study tenure arrangements?
- ? How can we best study conflict and relations between different stakeholders, especially regarding in/equities in access?
- ? How can we best increase women's participation in activities and decision making?

2.2.1 Centre for Chinese Agricultural Policy

Linking Formal and Farmers' Maize Seed Systems for biodiversity enhancement and crop improvement



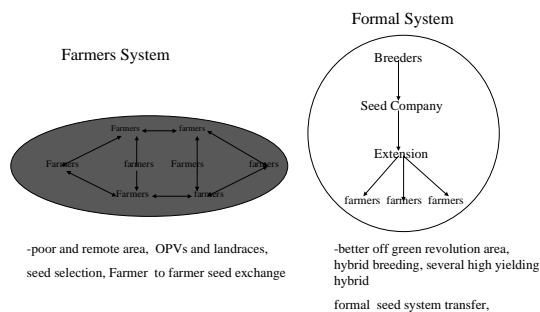
By

Yiching Song
Center for China Agricultural Policy,
May, 2002

Outline for presentation:

- Background of the project
- Approaches followed
- Goals, activities and achievement in Phase I
- Objectives of Phase II
- Happenings in the field

Separation of the two systems

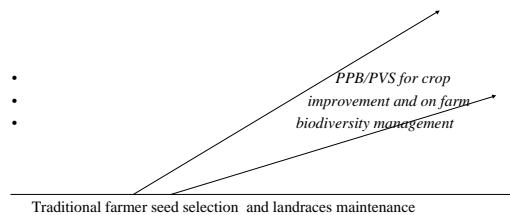


Resulting Problems

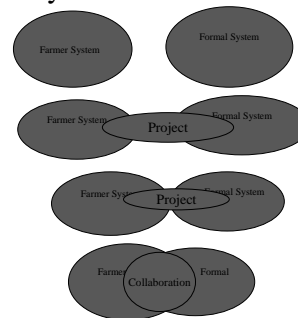
- Problem of hybrid adoption in remote and mountainous areas
- Decrease and degradation of OPVs and landraces on farm
- Increasing narrower genetic base for breeding

History, trend and intention

- Professional breeding and formal gene bank germplasm conservation



System collaboration



Knowledge integration



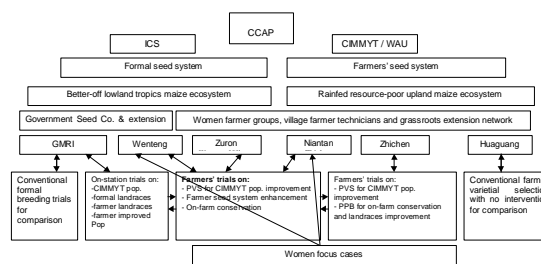
General and Specific Objectives :

- to enhance linkages and collaboration between the formal and farmers' systems thorough PPB in order to:
 - enhance genetic biodiversity and improve maize varieties while
 - empower farmers and strengthen their informal systems and
 - stimulate the incorporation of PPB initiatives in formal policy process

The main actors involved and trial sites:

- The project directly involved two formal institutions at national and policy level
- and one maize research institute and five villages, and five extension stations at local implementation/field trial level

Organizational chart and project sites:



Comparison of field trials differing in breeding approach and focus

Item	GMRI Trial 1	GMRI Trial 2	Wenteng Trial	Zichen Trial 1	Zichen Trial 2	Zuren Trial	Niantan Trial	Huaguang Trial
Breeding approach	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding
Organization of form	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension	Conventional breeding through government extension
Population in trials	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding
Technology of objectives	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding
Additional objectives	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding	Conventional breeding

Experiments targeting varieties

- exotic maize populations/CIMMYT populations
- “creolized” maize varieties
- formal conserved maize landraces
- farmer maintained maize landraces

Achievement and impact so far:

- established a strong and multidisciplinary research team with active participation of farmers
- established an effective local network/partnership between women farmer groups and grass-root extension agencies
- strengthened the organizational and decision-making capacity of farmers
- changes in the knowledge base of both participating farmers and formal breeders
- impact in attitude change and policy consideration and incorporation in formal systems
- impact in variety improvement and biodiversity enhancement

Working Goal in Phase II

General :

consolidation of the the current PPB activities and
Institutionalization of the PPB initiatives and process

Specific:

1. To consolidate the current PPB and PVS achievement and expand the process to more farmers, villages
2. To enhance capacity building of farmers, especially women farmers
3. To work for awareness and conceptual change of formal system actors
4. To stimulate and encourage the incorporation by formal system organizations of FPR into their own organizational activities

Capacity building of women farmers

- Participation in shared activities
- Decision making
- Involvement into market system



2.2.2. Hue, Vietnam



Community-based Upland Natural Resources Management, Hue, Vietnam

Address: 24 Phung Hung St., Hue City,
Vietnam

Email: upland@dng.vnn.vn

Supported by IDRC & Ford Foundation

Research team

- 18 members from different specialities:
agricultural, economic and social sciences
 - 4 fulltime researchers
 - 14 lecturers
- 3 members from Department of Agriculture
and Rural Development of district
- Collaborate with line agencies: forestry
sectors, settlement program

General information of study site

- **Social & economic conditions:**
 - 4 groups of minority people
and some lowlanders
 - Poverty, one of the poorest
communes in the country
 - Lack of food (rice) 3-4
months in a year
 - Limit education level:
primary and few secondary
school
 - Poor accessibility to market
 - Population increase

General information of study site

- **Production:**
 - Traditional farming:
slash and burn practice
 - Moving to settled
farming
 - Main food crops:
Upland rice and cassava
 - Low level of animal
production
 - Low productivity

General information of study site

- **Natural Resources - Forest**
 - Forest:
 - heavily damaged during the
war by chemical agents
 - Illegal/ legal cutting timbers
 - Replanting forest of
government programs; 327, 661
and others
 - NTFPs are income sources of
poor farmers
 - Forests are mainly managed by
state organizations

General information of study site

- **Natural Resources -
Lands**
 - Limited agricultural land
of farmers
 - Most of lands belong to
replanting forest projects
 - Soil fertility decreased
and dominated by
imperata grass

General information of study site

- **Policies/programs from government**
 - Infrastructure development programs for the poorest communities: road, electricity, schools, irrigation (135),...
 - Replanting forest programs: 327, 661
 - Settlement programs
 - Other specific programs for mountainous communities

Activities & results of CBNRM from 1998-2001

① Understanding upland situation

- Social & economic situation analyses
- Gender study in NRM and development
- Indigenous knowledge in social management and production
- Traditional farming systems
- Natural resources uses and management by different stakeholders

Activities & results of CBNRM from 1998-2001

② Farmer Participatory Researches in development activities:

- Water supply for living and production
- Food production and security: rice, cassava, beans, fruit-trees ... aim to diversify farming activity.
- Increasing cash income: livestock, home-garden, fish raising.
- Improving soil fertility

Activities & results of CBNRM from 1998-2001

③ Capacity building for villagers:

- Training
- Setting interest groups
- Empower local organizations: Women Union, Farmer association
- Study visits

Research project: CBNRM from 2002-2005

Activities & challenges

① Reach to the poor, especial women and disadvantage groups

- The limitation of the poor: opportunity & capability
- Development and the gap between the rich and the poor
- Men and women

Research project: CBNRM from 2002-2005

Activities & challenges

② Disseminate results

- Farmer to farmer
- Role and implementation of policies and local institutions
- Information and market services

Research project: CBNRM from 2002-2005

Activities & challenges

③ Access to resources

- Land for agriculture
- Forest: the role and benefits of community in forest management (short and long terms)
- External services: credit, health and education
- Knowledge and information

Research project: CBNRM from 2002-2005

Activities & challenges

④ Capacity building

- Local people
- Local organizations
- Researchers
- Policy/ decision makers

Research project: CBNRM from 2002-2005

General objectives

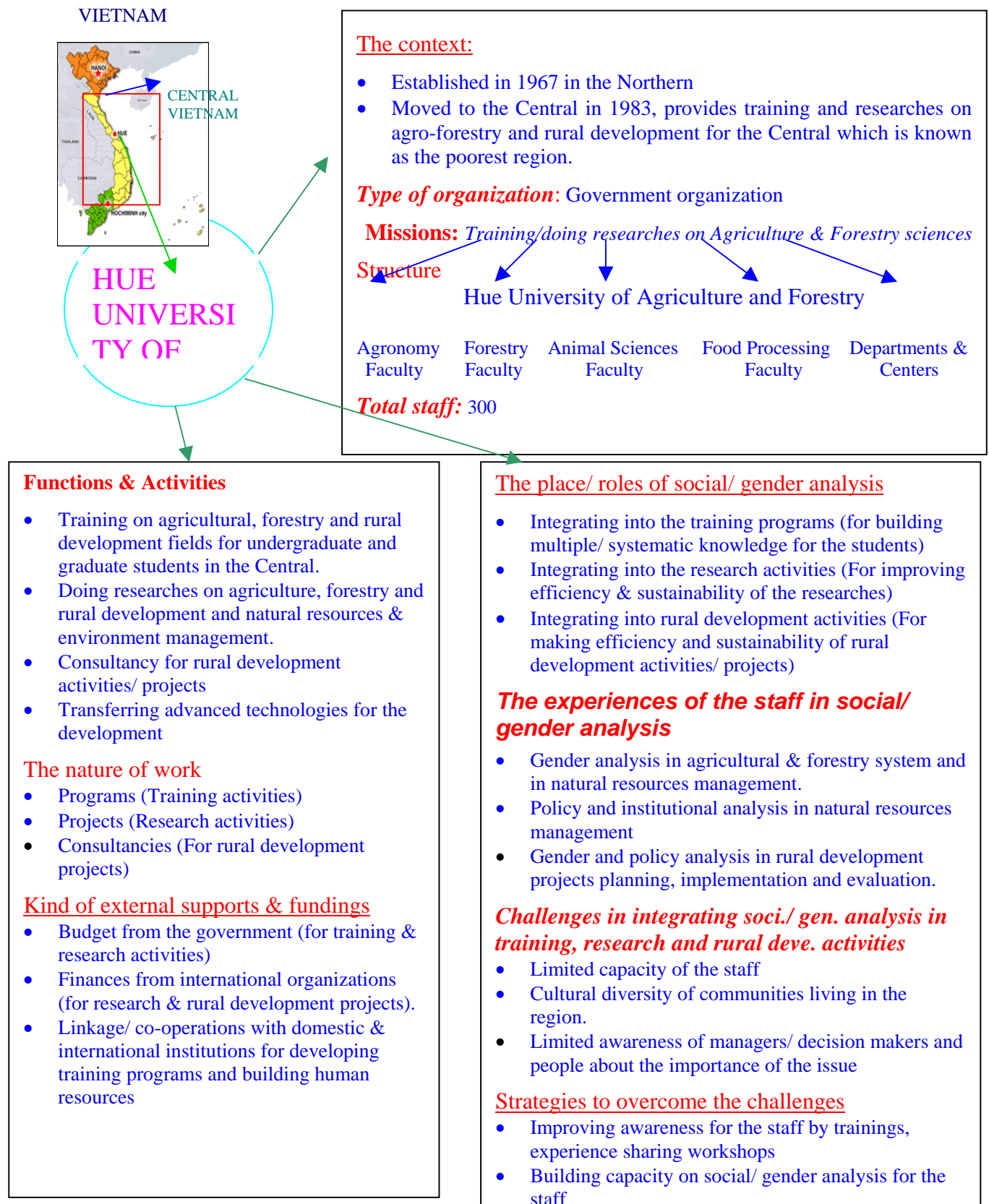
- 1 To develop materially better livelihoods for the poor in upland communities
- 2 To advance human resource capacities of various groups, including community members
- 3 To make policies and programs perform for the poor.

Research project: CBNRM from 2002-2005

Specific objectives

- To develop farmer-to-farmer learning and action processes that will reach the poorest families
- To explore processes that lead to acceptance of participatory methods by local organizations and enable them to adapt and extend outputs of CBNRM
- To examine the issue of land tenure
- To develop approaches that will increase access to natural (land and forest) capital, and that will increase human, social and financial capital.
- To enhance research capacity of University
- To monitor and evaluate project

Social/ Gender analysis and CBNRM - Hue, Vietnam



2.2.3 EASTERN HIMALAYAN NETWORK

Type of Organization: Network

Description: It is not a formal network, but rather a loose network comprising of researchers, extension workers, developmental workers, grass-roots groups and local NGOs. The members work for different organizations and get together for research and project work in the Eastern Himalayas. As such, there is no formal or regular staff.

Name: Eastern Himalayan Network

Background of the Network: The Network evolved as a result of the various research projects that were conducted by the members as Team. The idea of this Network first came about in 1997 when a research project on “Gender,



Indigenous Knowledge and Livelihood Practices in the Himalayas” funded by ICIMOD, Kathmandu and the UNESCO was conducted. Here for the first time researchers from the Eastern Himalayas were brought together to conduct this research in their respective areas and communities. The UNESCO Coordinator, Dr. Barun Gurung and the researchers from Northeast India (Nagaland, Sikkim and Darjeeling Hills, and Eastern Nepal) set up this

Network. The Network became better formed and with more members the following year when an IDRC funded research project, “Gender, Ethnicity and Agrobiodiversity Management in the eastern Himalayas” was taken up by the Coordinator and the same researchers along with some new partners conducted the research project.

Context/background: The Eastern Himalayan region is inhabited by numerous Tibeto-Burman speaking ethnic communities, who have all been confronted with a myriad of influences: Tibetan Buddhism from the North, Hinduism from the South and, later by Christianity from the West. The process of interaction with, and influence of, these external hegemonies were based on relations of inequity, in which these ethnic communities became lower in status in their own land and region. Added to this historically embedded inequities are the present day high-lowland and center-periphery dichotomies. Thus, this region and its peoples are marginalized in all spheres- political, economic, cultural and social. All this is naturally leading to loss of vast pools of indigenous knowledge, biodiversity and

agrobiodiversity, displacement of cultures and more towards class based and controlled power relations, dependency on “outside” resources – both natural and others.

Mission: First, advocacy through research - How the research conducted till now will be used for advocacy has not been worked out and this where we need help and support. At present what is clear is that for too long this region has been either neglected or the problems, needs and other information about this region and its peoples been voiced by “others”. The Network was formed with the basic aim of the region’s people telling their stories and experiences themselves.

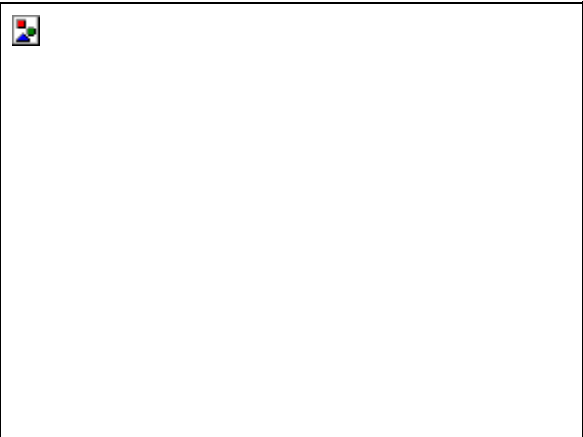
Second, to build up the capacity – Researchers, local grassroots groups and NGOs – capacity building in PR&D, SA/GA; Farmers – technical capacity.

Nature of work: Research Projects – both research studies and action research. The research studies is taken up with the aim of advocating and disseminating information about the region and its peoples, to help in value addition, in some way, to the various practices and knowledge of the peoples, and capacity building of the researchers and local grass root groups and NGOs in PR&D, SA/GA.

The action research is for capacity building (technical) for achieving food security, income and raising the livelihood standards of the peoples.

Examples:

1. While conducting the two research projects (*Gender, Indigenous Knowledge and Livelihood Practices* funded by ICIMOD, Kathmandu and the UNESCO, and the IDRC funded *Gender, Ethnicity and Agrobiodiversity Management in the Eastern Himalayas*) the researchers were given several GA training as well as report writing. Besides this, the Coordinator, Dr. Barun Gurung, provided continuous mentoring and advice on these.



2. The action research conducted in Sankhwasabha, Eastern Nepal, as a part of the IDRC funded research project was aimed at capacity building of the grass root group (Silichong Club) and the farmers in the technical sphere of producing improved seeds of their own.

Procedure/process: The Silichong Club has 2 women junior extension officers, who were trained by the Government. Therefore, the Project personnel trained the two of them along with 3 men to be trainers to the local farmers. Thus, these five people trained the local farmers in improved seed management practices. The steps followed in this were:

- Pre-harvest – (1) isolation (to cultivate only that variety in a plot where it is assured that there will be no cross-pollination with other varieties). The farmers faced practical problem like having very small plots close to each other as most people's land holdings are scattered. As a result, new technologies were developed by the farmers, viz. timing and community agreements
- (2) mass selection (getting rid of "off " types).
- Post harvest – seed selection.

Rationale:

- Access to improved seeds.
- This was/is a food deficit area (the average period of food deficiency is 6 months).

Result: This has been achieved and now they have set up a seed bank, where now they have 500 kg. of maize seed. They have replicated this in other villages too. Now they have requested for specific plant breeding techniques, viz. breeding varieties that have all the characteristics they prefer.

Lesson learnt:- Although men and women's preferences for crops vary, in situations of long food deficit periods, women trade off their preferences for high yielding varieties, which is generally associated with men.

Place/Role of SA/GA: Due to the type of research work that the network has been involved in so far, the role of SA/GA has been of utmost importance. All the research was revolved around gender relations, which is a part of social relations of a community. As such gender analysis training has been a part of the Network's agenda. The members have been given several gender analysis trainings in the course of conducting the researches.

Level and experience of the members in SA/GA: Although most of the members have had some training and experience in SA/GA, all members do not have the same level and experience in this. This is mainly because the members are from various backgrounds, such as, agriculture/horticulture, social science, home science, etc. Besides this, some members have been involved in research work of SA/GA for more time than others, while some are mostly involved in work extension or other social work. (Examples)

Lessons Learned: In almost all cases it is found that GA is conducted only till the diagnostic level and in this too it does not go beyond that of "head-counting", i.e. roles of men and women. There is no analysis of the more important and complex gender and social relations. Therefore, it is found that the skill and capacity for real SA/GA as this is lacking.

Secondly, the gender analysis is not at all considered at the implementation stage.

Finally, due to men and women's similar preference (high yielding) in the first stage (in situations of food deficiency), in many occasions, the fact that men and women have differential preferences once the food deficiency has been overcome continue to be ignored by scientist. This differential preferences is based on their needs and responsibilities/roles. As a result, at this stage, due to the misinformation the project will be aimed and focused at something that could not be really what is required. Therefore a GA is a must if there is to be any impact at all.

Linkages: This has been the Network's weakness. There is no linkage in the formal sense with any external agency/organization. The Researchers have linkages with the organizations they work for in their individual capacity. The real linkage of the network is only through Dr. Barun Gurung, who is the Coordinator and the founder of this Network.

Future strategy or plan: To work in the Sikkim and Darjeeling Hills (Kalimpong) in disease management in ginger.

The goal is capacity building of local farmers in disease management in ginger.

General framework/background (Nawraj) – There are numerous good practices being done by the local farmers for disease management.

In the participatory research – get the farmers involved to get the best practices from among these and improve on them. For this farmer involvement is essential. Farmers will be selected on the basis of certain criteria like, type of practices, interest, groups/categories (gender, wealth, ethnicity, etc). The second step will be to prioritize the good practices. The third step will be to explore technologies and practices to improve on these (selected ones).

In all these steps the participation level/type between the farmers, researchers and scientists? may vary.

The farmers will be divided into separate groups based on categories mentioned above.

Rationale: The people here are dependent on agriculture; for the majority of them there is no other source of income. The only major cash crops are ginger and cardamom. However, cardamom cannot be cultivated in all areas, as it needs certain specific climatic and terrain conditions. In those areas where cardamom cannot be cultivated, ginger is the main, if not only, cash crop. But since the past 15 years or so, there has been rampant onslaught of disease on this crop. Furthermore, there is no alternative crop they can turn to for income. As a result, the income and livelihood standard has decreased.

Research question: Under what circumstances which groups work well and achieve the best results in disease management too?

2.2.4. MONGOLIA

SAGA analysis workshop in Beijing
Exercise 1.

MNE-IDRC study project on : “Sustainable Management of Common Natural Resources in Mongolia”

- the type of organization, e.g., NGO, NARS, CGIAR centre,
network: this encompasses mission, activities and functions,
structure and staffing, funding

- ♦ Government Ministry : The mission is to create a safe and healthy environment for Mongolia's citizens by maintaining an ecological balance in accordance with the concepts of sustainable development . Activities & Functions: Land and pasture land management; Natural resources management; Environmental monitoring and ecological education. 4 Departments (of which Strategic Management and Planning) and 50 person in staff,
- ♦ Funding: Government budget

- the type of organization, e.g., NGO, NARS, CGIAR centre,
network: this encompasses mission, activities and functions,
structure and staffing, funding

- ♦ Mission: To empower local communities and to improve their livelihood , management opportunities through more efficient , sustainable and equitable use systems for pasture and other natural resources.
- ♦ Activities and Functions: Study grazing and pasture management systems; Develop co-management options; Study and testing policy options for NRM; Scale-up methods and options; Build human capacity. Study team: 20 persons; Funding: IDRC

- the type of organization, e.g., NGO, NARS, CGIAR centre,
network: this encompasses mission, activities and functions,
structure and staffing, funding

- ♦ Mission: To empower local communities and to improve their livelihood , management opportunities through more efficient , sustainable and equitable use systems for pasture and other natural resources.
- ♦ Activities and Functions: Study grazing and pasture management systems; Develop co-management options; Study and testing policy options for NRM; Scale-up methods and options; Build human capacity. Study team: 20 persons; Funding: IDRC

- the place or role of social analysis/gender analysis in
research, training, extension

- ♦ **Project sub-objective:**
To begin testing and evaluating these co-management options and other improvements as appropriate
- ♦ **Research question:**
What are the needs and priorities of women farmers and how can we support and empower them?
- ♦ **Project sub-objective:**
Identify principal stakeholders involved in natural resources management
- ♦ **Research question:**
Who are the relevant decision-makers at all different levels?

- the experience and know-how level of staff about social
analysis/gender analysis

- ♦ Ministry staff in general has some knowledge on gender and social issues, but none any special experience or experienced staff in the MNE.

- the experience and know-how level of staff about social analysis/gender analysis

- ♦ Several researchers involved in the project are familiar with the problem previously, working in the Gender Center for Sustainable Development.
- ♦ Some other researchers have knowledge from the participation to the seminars and meetings on that issues. Project also has IDRC Gender analysis literature, which have circulated to the researchers.

- the nature of the work (projects, programs, consultancies, services)

- ♦ Ecological training and environmental awareness building program implemented by the Department of Administration and Management of MNE, but none any projects specially in the field of gender analysis / social analysis.

- the nature of the work (projects, programs, consultancies, services)

- ♦ **Preliminarily Gender and social analysis was undertaken in the communities, defining labor division of herders family and seasonal calendar of work distribution for average family.**

- the context: political, economical, and historical

- ♦ Women's participation in natural resource management, use, decision making and implementation levels have been taken into consideration quite recently in Mongolia. There are none any political and historical restrictions for gender labor division in Mongolia. Economically less opportunity for women's carrier due to their busy work on children education and homework. But in herders family most home work and agriculture day to day activity carried out by women. There are also regional and traditional differences for labor division at farmers family.

- the context: political, economical, and historical

- ♦ Women's low participation in both conservation, protection and restoration of natural resources and its management is matter of a reality today.
- ♦ In case of our study sites there are different gender issues and own specifics depending on local culture, realign, and so on. For example women herding of animals in Tsagaan Uul and Arjargalant communities, but this not a case for Karatau community.

- the kind of external support/linkages the organization maintains

- ♦ In the environmental sector few other donor funded projects, like GTZ project on "Buffer zone development of National Parks", and GEF project on: "Biodiversity conservation in Eastern Mongolian Steppe", which have some gender and social analysis components.

- the kind of external support/linkages the organization maintains

- ♦ Project has exchanged work experience with other projects, within MNE and Mongolia, but not yet have any other support organizations in this field.

"Sustainable Management of Common Natural Resources in Mongolia" study project

- ♦ 1st phase April 2000-April 2001
- ♦ 2nd phase May 2001-May 2004

Objective: It is aimed at conducting study/research on sustainable utilization of natural resources in different ecological regions of the country in partnership with various key stakeholders such as local people, local decision-makers, academia, NGOs, etc

"Sustainable Management of Common Natural Resources in Mongolia" study project

Areas to cover:

- ♦ Bayan-Ulgyi, semi-desert, steppe region
 - ♦ Arkhangai, forest-steppe region
 - ♦ Tuv province, steppe/prairie
- Based on the studies conducted on "environment and women", "community development", "Community psychology"

"Sustainable Management of Common Natural Resources in Mongolia" study project

- ♦ It is designed to identify critical issues using SA/GA.
- ♦ Investigate community members' satisfaction level
- ♦ Identify similarities and differences of values, motivations, opinions of members
- ♦ Raise awareness on gender equality and social psychological factors among members

"Sustainable Management of Common Natural Resources in Mongolia" study project

- ♦ Study outcomes will facilitate understanding and synergising of relations between income and expenditures of households vis-à-vis their number of herds, changing production patterns and efficiency, gender bias, utilization of pasture land, etc

"Sustainable Management of Common Natural Resources in Mongolia" study project

Our expectations:

- ♦ Sharing experiences and knowledge on SA/GA
- ♦ Creating network of colleagues
- ♦ On-line communication information exchange system

MNE-IDRC research project on: "Sustainable Management of Common Natural Resources in Mongolia"

Criteria	Description	
	Organization	Project
- the type of organization, e.g., NGO, NARS, CGIAR centre, network: this encompasses mission, activities and functions, structure and staffing, funding	<p>Government Ministry: The mission is to create a safe and healthy environment for Mongolia's citizens by maintaining an ecological balance in accordance with the concepts of sustainable development.</p> <p>Activities and functions: Land and pasture land management; Natural resources management; Environmental monitoring and ecological education. 4 Departments (of which Strategic Management and Planning) and 50 persons in staff.</p> <p>Funding: Government budget</p>	<p>Mission: To empower local communities and to improve their livelihood management opportunities through more efficient, sustainable and equitable use systems for pasture and other natural resources.</p> <p>Activities and functions: Study grazing and pasture management systems; Develop co-management options; Study and testing policy options for NRM; Scale-up methods and options; Build human capacity. Study team: 20 persons.</p> <p>Funding: IDRC</p>
- the place or role of social analysis/gender analysis in research, training, extension	<p>There is no special attention given to social analysis/gender analysis in research, training, extension in the MNE. All aspects of research, training, extension are carried out according to a general version, rather than a specific gender and social oriented type.</p>	<p><i>Project sub-objective:</i> To begin testing and evaluating these co-management options and other improvements as appropriate</p> <p><i>Research question:</i> <i>What are the needs and priorities of women farmers and how can we support and empower them?</i></p> <p><i>Project sub-objective:</i> Identify principal stakeholders involved in natural resources management</p> <p><i>Research question:</i> <i>Who are the relevant decision-makers at all different levels?</i></p>
- the experience and know-how level of staff about social analysis/gender analysis	<p>Ministry staff in general has some knowledge on gender and social issues, but no special experience or experienced staff in the MNE.</p>	<p>Several researchers involved in the project are familiar with the problem; having done previous work in the Gender Center for Sustainable Development.</p>

		Some other researchers have knowledge from the participation in the seminars and meetings about the issues. Project also has IDRC Gender analysis literature, which has been circulated to the researchers.
- the nature of the work (projects, programs, consultancies, services)	Ecological training and environmental awareness building program implemented by the Department of Administration and Management of MNE, but no projects specially in the field of gender analysis / social analysis.	Preliminarily Gender and social analysis was undertaken in the communities, defining labor division of herder families and seasonal calendar of work distribution for average family.
- the context: political, economical, and historical	Women's participation in natural resource management, use, decision making and implementation levels have been taken into consideration quite recently in Mongolia. There are none any political and historical restrictions for gender labor division in Mongolia. Economically less opportunity for women's carrier due to their busy work on children education and homework. But in herders family most home work and agriculture day to day activity carried out by women. There are also regional and traditional differences for labor division at farmers family.	Women's low participation in both conservation, protection and restoration of natural resources and its management is matter of a reality today. In case of our study sites there are different gender issues and own specifics depending on local culture, socio-economic situation, and so on. For example, women herd animals in Tsagaan Uul and Arjargalant communities, but this not a case for Karatau community.
- the kind of external support/linkages the organization maintains	In the environmental sector a few other donor funded projects, like GTZ project on "Buffer zone development of National Parks," and GEF project on: "Biodiversity conservation in Eastern Mongolian Steppe," which have some gender and social analysis components.	Project has exchanged work experience with other projects, within MNE and Mongolia, but we do not yet have any other support organizations in this field.

2.2.5 NAGALAND EMPOWERMENT Of PEOPLE THROUGH ECONOMIC DEVELOPMENT (NEPED) CASE:

BACK GROUND INTRODUCTION:

NAGALAND:

Nagaland is the sixteenth State in India and is situated in the North East India, bordering Myanmar with a population of about 1.8 million, comprising of 17 major tribes speaking different languages and also many sub-tribes within a tribe. Unlike the rest of mainland India, the Naga's belong to the Tibeto-Mongoloid ethnic stock and they reside in 1050 villages perched on high to medium hills all across the state with a geographical spread of 16,579sqkm. The land holding system in Nagaland is by private communities or individuals. It is estimated that the Government owns only about 7 % of the total geographical area.

The Naga's are traditionally an agrarian society and they practice two types of farming systems. Terraced Rice Cultivation system is predominant among the *Angami, Chakhesang tribes* and farmers in the foothills. The system is concentrate mostly in the three southern districts. Slash and Burn (swidden) cultivation system, locally known as "*Jhum*" is practiced people living in the northern five districts. A swidden plot is normally cultivated for 2 years continuously and then left fallow for the period of the jhum cycle, which varies from anything between 5 to 22 years (overall average is 8 years), depending on the availability of land.

Naga farmers cultivate an average of 15 different crops, sometimes as much as 60 crops, in an individual's jhum fields. Thus, *Jhum* cultivation helps maintain the biodiversity of crops. It is estimated that about 7000 sq kms of land is put under *Jhum* cultivation and as much as 1000 sq. kms are subjected to *Jhum* cultivation annually. Though *Jhum* cultivation is disastrous to the environment, it has been practiced by the Nagas for ages and is part of their cultural ethos and psyche.

GENDER ROLES:

In Nagaland, it is accepted that women contribute the major share of labour inputs in jhum cultivation. Women are involved throughout the farming season managing the jhum field in addition to her normal chores of being a housewife and a mother. This is the traditional role a Naga woman in a farming family has, one that she is expected to live up to or else the jhum farming system would collapse.

In a *jhum* farming family, roles are clearly defined between the man and woman. Men perform most of the jobs that require physical strength such as cutting and clearing forest, burning *Jhum* field and site selection, that are seasonal in nature. Women do the lighter jobs such as hoeing, weeding, pest management, seed selection and storing, marketing that are tedious and continuous in nature.

Women are also expert foragers and collect wild vegetables for food and fodder for animals.

Given this pivotal role in a farming society Naga women over the centuries have developed an innate indigenous knowledge of their biodiversity, making them exponents in Natural Resource Management.

NEPED PROJECT:

The first phase of NEPED which begun in 1995, the same acronym but with a different full form “Nagaland Environment Protection and Economic Development through Peoples’ Action”, successfully completed in June 2000. The activities of this phase largely concentrated in tree plantations in the farmers’ jhum field. This was done by establishing Test Plots in 854 villages and spreading the message of the advantages of planting trees in the jhum fields. Over 1794 Test Plots covering 5385ha were established. The replication rate was 1:6.

The strategy adapted in the first phase was that ‘when a farmer plants as much as 60 different crops in his jhum field, why not add one more ‘crop’– tree. Thus farmers begun to adapt the system of a more intensive tree plantation in their jhum fields. The fact that Naga farmers are now planting more number of trees per unit area than that of traditionally planted, as observed by POU members on their tours, confirms that the first phase was a success.



The External Review Team at the end of the project period rated the project without reservation as ‘good’. However, the team made a serious observation that all to good works done during the project period shall be undone, if farmers decide to slash the planted trees and cultivate when the time in the jhum cycle comes. Or, allow the planted trees to grow and bring other primary forest areas into jhum cultivation. Either way, it is

detrimental to the project’s objectives. In the course of establishing Test Plots, it was observed that a clear felt need was emerging among the farmers in the villages. A need for an additional farming system over and above subsistence jhum farming that has a market oriented agriculture. This ‘felt need’ gave rise to formulate the present project phase, the same acronym NEPED with the full form ‘Nagaland Empowerment of People through Economic Development’.

The concept of this project was – why not integrate perennial cash crop plantations with the growing trees and also find a market outlet for the produces in order to cause a transition from subsistence farming that is already under threat of collapse, to a market oriented strategy. However, the poor farmers were do not have access to secure a loan from formal financial institutions to establish plantations and to find market outlet for the produces. Thus, the Nagaland Empowerment of People through Economic Development (NEPED) project had taken up projects in 105 villages.

In addition to the above stated activities, NEPED is also to undertake an IDRC funded research component on 'Strengthening Natural Resource Management and Farmers' Livelihood in Nagaland'. This project was built largely on the results of the IDRC funded research project at State Agriculture Research Station (SARS), Yisemyong as part of the NEPED-I Research project on jhum intensification, fallow management and agroforestry. Gender issues will be streamlined within the control of all the research components and attention will be paid to eliciting women's participation. Attention will be paid particularly to gendered implications of labour inputs of these cropping schemes through farmers' diaries.

TYPE OF ORGANIZATION:

The project is implemented by a team of government officers from various departments and is called the Project Operations Unit (POU), an unusual arrangement that could be termed as an NGO - a *Non-departmental Government Organisation*. A Team Leader who is a senior Secretary from the Government of Nagaland heads the team. POU members are picked up from Agriculture and Allied department, who is also a gazetted Officer. Pay and allowances of the POU members are borne by the concerned Officer's parent departments, which is counted as a state contribution to the project (NEPED).

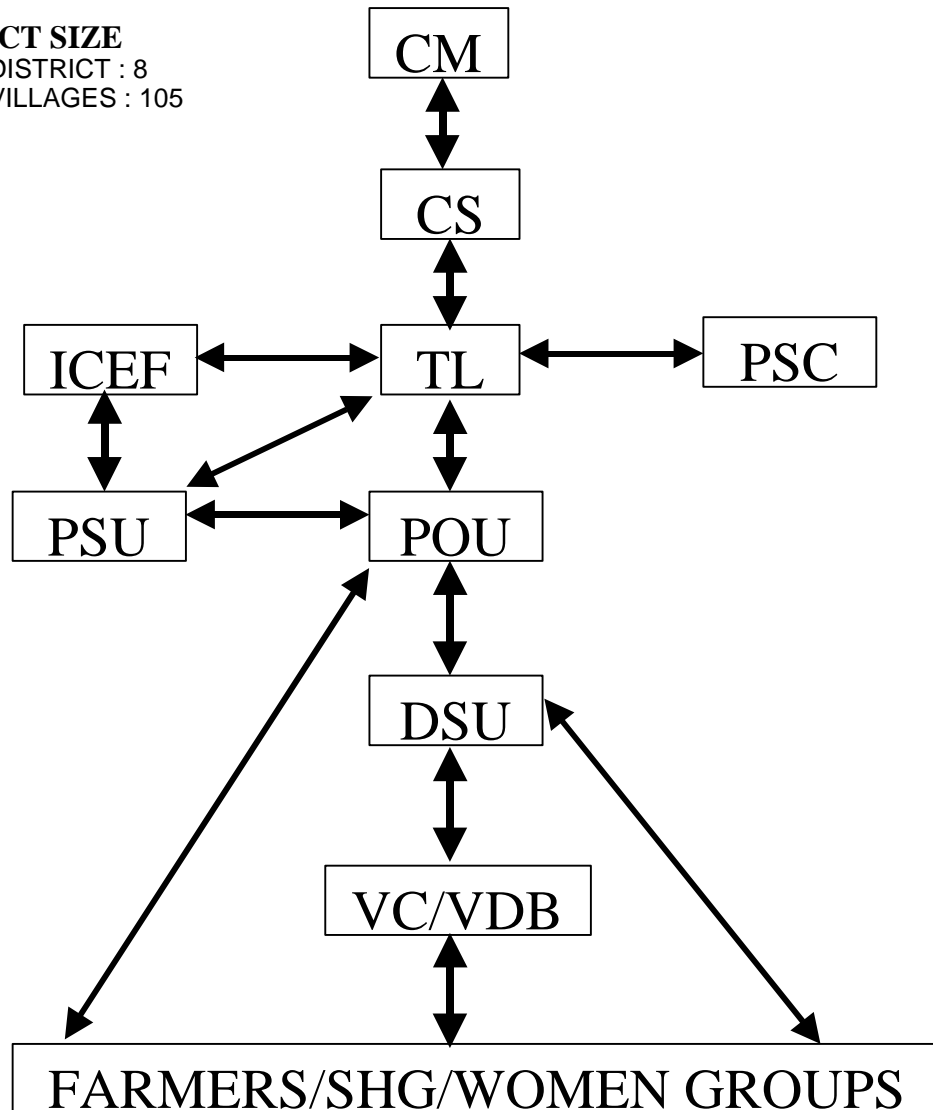
Apart from this, there has been NEPED Coordination Office based at New Delhi, in order to bridge the gap between the donor and NEPED due to remoteness of its location.

NEPED ORGANISATION CHART

PROJECT SIZE

NO. OF DISTRICT : 8

NO. OF VILLAGES : 105



THE PLACE OR ROLE OF SOCIAL ANALYSIS/GENDER ANALYSIS:

GENDER STRATEGY

Women in Nagaland are known for their active participation in the process of development. Women are represented in the VDB. Women also constitute half the work force in the state. However, women in Nagaland generally do not have ownership or hereditary right to land. This severely limits their participation in a land-based project of this nature. Full and equal partnership of women in the

project would therefore necessitate far reaching social and cultural changes in Naga society, and would go far beyond the parameters of this project.

NEPED-I (1995) project had made significant effort in giving women a place, not only in the context of project activity, but in a societal context as well. This was among the first development project in Nagaland to directly address the gender issue. Two women members have been inducted into the POU team for gender representation. Consequent upon the agreement that 25% share of the R.D Grant-in-aid to the villages could be utilized by the women to purchase land for carrying out NEPED activities in NEPED project villages. At the request of the NEPED, an official communication from the Government of Nagaland, issued by the Commissioner and Secretary, Department of Rural Development, Nagaland, to this effect was circulated to all NEPED project villages.

A share of project resources and activities is specifically targeted at women. Currently, Government of Nagaland directs that 25% of all VDB funds be made available to women-led activities, but the actual amount available to women is generally much lower. Participation in this project will require that 25% of project activities and expenditure be directed to women.

In 105 villages where NEPED has its project, 465 women groups, individuals and SHGs have availed loans from the revolving fund of the village. The collateral offered by the women in the form of landed property, saving accounts and fixed deposit in the banks and assets possessed by the women groups.

At the request of the NEPED project, the Government of Nagaland had issued an order directing all Deputy Commissioners of the districts to allow the use of women's share of the VDB grant-in-aid to purchase land for the NEPED activities in the project villages. In several villages, women groups have been able to assert themselves to take advantage of this order and purchased land.

THE EXPERIENCE AND KNOW-HOW LEVEL OF STAFF ABOUT SA/GA

In NEPED -I, gender component was not included initially. It was in 1996 that gender component was integrated into the project when our donor raised an issue asking "in what ways women farmers could benefit from the project?". Since then we keep on changing our strategy towards women participation in the project in order to suit local needs and condition. For example, in 1996-97, women were allotted women test plots. But due to cultural barriers that restrict women to own land, women could not get full benefit of their plantation. So NEPED strategically shifted from women test plot to women nursery, where women could get direct economic benefit in a short time and there was no problem with land owners as there was short term utilization of land. Thus, the project team members are well versed in the implementation of the project. The experience gained from the implementation of the first phase of NEPED had been into good use in the second phase.

The team lacks the ability to make technical analysis on social and gender issues. The team members, however, are capable of breaking through the barricades of men's domineering attitude over the women's share of the project fund and provide corrective measures. Thus the awareness on the need to address men in order to empower women was created.

Nature of work

The project was built by focussing delivery of activities at the village level, through the Village Development Boards (VDB). Indirectly village Council's will also be involved (VDBs fall under the authority of Village Councils). By making VDBs the primary target groups supported by the POU, will effectively transfer a large share of decision making power directly to the village authorities themselves. Thus, POU will provide support in community-based management, where villages are the project targets and VDBs implement activities at the village level, feeding inputs to the downstream partners on need-based criteria.

A multi-faceted approach will be followed to developing these options and a three-pronged strategy would be utilized to achieve the project purpose.

- Village Development Boards (VDBs) function as grassroots level micro credit institutions facilitating investment in production, processing and marketing of fallow cash crops integrated with jhum agriculture.
- Demonstration of technologies at the village level to extend the jhum crop beyond two years.
- Demonstration of the 'best practice' for land shaping and soil conservation consolidated from NEPED experience to test plots and dissemination of 'best practices' of agro-fallow management.
- The VDBs are the keystone of the development structure in Nagaland. They are powerful tools in the hands of the village communities to promote the economic development of the Nagas, being an autonomous grassroots institution on the one hand, and having the support of the Government of Nagaland on the other. They have access to government funds and potentially provide a powerful mechanism for introducing sustainable development at the village level, which has not been fully tapped. Every year all VDBs in Nagaland receive a grant-in-aid from the Govt. of Nagaland at Rs. 1,000/- per household, with a minimum Rs. 50,000/- plus a share of other sponsored development fund from the Rural Development Ministry. 25% of these funds are earmarked for women's projects, this project aims to strategically utilize the existing institution of the VDBs and make them more effective agents for sustainable in Nagaland.

The project strategy thus focused on the VDBs, and instead of using them as entry points in to local communities, as was done in the first project, this time, NEPED 2001 would utilize the VDBs as the primary institutions for village level interventions.

The project provides income generating marketing and value addition options to the village communities by providing the key inputs to Naga farmers enabling them to incorporate cash generating crops into their traditional agricultural system of the Nagas would provide for more sustainable utilization of natural resources on the one hand, and generate surplus cash to improve their livelihoods on the others.

The project proposes a strategy of making available seed money to the VDBs for using as a corpus fund to provide micro credit support to the village community. These small loans would allow the project beneficiaries to incorporate fallow crops into jhum cycles. The VDBs would shift from external grant reliant approaches to self-reliant credit based approaches, providing a sustainable basis for economic development.

The VDBs, who function as the grassroots level credit institutions, operate the credit mechanism. Their role would range from assessing the credit need of the participating farmers, deciding upon the modalities of disbursing the credit, ensuring the repayment of the credit, to finally revolving the credit to meet the needs of expanding numbers of the village community seeking credit support. This mechanism for credit based investments is used to initiate self reliant village based development. Small loans are made available not only to farmers, but also to NGOs (Women groups, youth groups etc), Self Help Groups and village level societies through this revolving credit program, implemented at the village level by the VDBs.

This credit program was structured upon successful mechanisms used elsewhere in India for community based small credit scheme.

- I. 25% share of the project resources and activities will be specifically targeted at women as done with the Government's VDB fund.
- II. The jhum cropping pattern envisages two years of agriculture production from one plot. Demonstration of technologies to extend the use of jhum plot beyond two years through the use of cover crops will test the technologies already experimented with, and will provide the farmers a possible sustainable alternative which can be incorporated into the Jhum farming practices.

- III. Various approaches to soil conservation and land shaping have been adopted and adopted during the NEPED-I. Different geographical regions have utilized different technologies for conserving and enriching soil fertility. A demonstration of the “Best Practices” by bringing them into the VDB-led agro-fallow management, enhancing its vitality.

5. EXTERNAL SUPPORT AND LINKAGES THE ORGANISATION MAINTAINS

- Some organizations that NEPED maintains linkages are listed below:
- India Canada Environment Facility, New Delhi
- International Development Research Council, New Delhi
- The India Farm Forestry Development Cooperative Project, New Delhi.
- Managing Natural Resources through Village Level Institution, Khajuraho, Madhya Pradesh
- Indian Farm Forestry Co-operative Ltd. (IFFCO) and ICEF.
- International Institute of Development Management Technology of Asian Society for Entrepreneurship Education and Development (Assed-IDMAT).
- American Evaluation Association, St. Louis, Mo. USA
- Systemwide Program on Participatory Research and Gender Analysis for Technology Development and International Innovation (SWP PRGA), Cali, Colombia
- Community Based Natural Resource Management in Ratanakiri, Cambodia
- Botanical Survey of India, Shillong
- Georg-August University, Gottingen, Germany
- Chakhesang Public Organisation (CPO)

2.2.6. LOCAL INITIATIVES FOR BIODIVERSITY, RESEARCH AND DEVELOPMENT (LI-BIRD) POKHARA, NEPAL

Reported by
Dr. Anil Subedi and Mr. Ram Bahadur Rana

Type of organization: LI-BIRD is a non-profit making non-governmental organization (NGO) established in October 1995 with its headquarters in the town of Pokhara (200 km west of Kathmandu), Nepal. The organization is committed to *capitalize on local initiatives for sustainable management of renewable natural resources and improved livelihoods of people in Nepal*. All the activities and functions of LI-BIRD could be broadly categorized into five different broad headings:

- LI-BIRD through its participatory research and development initiatives, contributes to conservation and utilization of biodiversity for sustainable development. For example:
 - Strengthening the scientific basis of *in situ* conservation of agricultural biodiversity on-farm in different agro-ecological regions of Nepal
 - Enhancing contribution of home gardens to on-farm conservation of plant genetic resources to improve livelihoods of Nepalese farmers
- Implementation of income generating activities and participatory crop improvement programs directly contributing to increased income and food security of resource-poor, the primary beneficiaries of LI-BIRD programs. For example
 - Participatory crop improvement (PCI) programs on major cereal crops in high yield potential production systems of Nepal *terai*³
 - Fresh mushroom production and marketing as income generating enterprise for peri-urban women farmers in Pokhara valley
 - Fresh vegetable and fruit production as income generating activity for land less farmers in the plains of Sunsari district
 - Market promotion of underutilized crops such as taro, finger millet, buckwheat etc. through value addition in Pokhara valley
- Awareness creation, influence policy interventions, and forging networking of like-minded organizations on conservation and utilization of biodiversity in Nepal. For example:
 - Development and refinement of tools and techniques such as diversity fair, travelling seminar, rural poetry journey, rural drama, diversity block, folk song competition etc for awareness creation at grassroots level
 - Radio program called '*LI-BIRD Ko Chautari*' (literally meaning LI-BIRD's discussion forum) for awareness creation on pertinent issues among producers, intermediaries, consumers, research and development workers as well as the policy makers
 - Conduct policy (seed regulatory framework, government extension and credit policies, agro-biodiversity policies, land use management) research to generate relevant information for informed decision-making by the policy makers
- LI-BIRD professionals have been actively engaged in imparting training and expert services to the actors involved in the area of biodiversity, research and development. For example:
 - Hill Agriculture Research Project (HARP)/Nepal funded by DFID/UK has identified LI-BIRD as one of the firms to conduct outcome/impact evaluation of HARP funded projects in Nepal

³ *Terai* is the extension of the Indo-Gangetic plains stretching from east to west Nepal, and commonly known as granary of Nepal.

- Professionals at LI-BIRD provide regular training on Participatory Plant Breeding (PPB), Participatory Variety Selection (PVS), agro-biodiversity conservation and utilization, social research methods etc. to various organizations in Nepal and from the South Asia region
- Social and welfare services of the socially and economically disadvantaged members of the community.
 - Certain part of LI-BIRD core fund, generated from the savings made out of overhead charges, is utilized in philanthropic causes such as donation to organization for elderly care, cash and material support to natural calamities victims of the project area, donations to local youth clubs and women groups for their welfare service initiatives

LI-BIRD has four categories of memberships: founder member⁴ (29); professional member⁵ (14); general member (67); and honorary member⁶ (2). Nine-member Executive Board (EB) governs the organization while the Executive Director (ED) is responsible for the overall management of the organization. EB members meet at least twice a year to provide strategic directions and to monitor progress made by the organization. Members of the Executive Board are elected from the general members for tenure of three years. ED is the *ex officio* secretary to the EB and the link between the EB and LI-BIRD staff. On management aspects, senior management team (SMT) headed by ED comprises of Program Officers and Administrative Officer to support ED, and the team meets once in two months to discuss and decide on administrative and technical matters having cross-project relevance as well as other institutional issues.

At present, LI-BIRD has 55 full time staff employed, of which 16 are professional level staff, 26 technical support staff, one administrative officer and 12 administrative support staff. In addition, 26 Motivators/Facilitators employed from within the local community work full time on different projects. Out of 55 full time staff, 22% are female and there is one female at senior management level. Majority of LI-BIRD technical staff (57%) is stationed in the field. In terms of ethnic composition, staffs at LI-BIRD represent 11 different castes/ethnic groups from majority of castes found in Nepal. However, a few of our staff hail from indigenous and disadvantaged communities as well. The staff members come from 21 out of 75 districts of Nepal.

From its inception till date, LI-BIRD has successfully accomplished 22 different projects for various donors, and currently has 19 projects running in parts of 13 districts of Nepal (see Map 1 in separate attachment file). Funding for LI-BIRD

⁴ As the name suggests, founder members are the individuals instrumental in establishment of the organization.

⁵ Professionals/experts affiliated to LI-BIRD and they provide professional advice/guidance to LI-BIRD.

⁶ Honorary membership is awarded to the individual who has made significant contribution to LI-BIRD.

comes from different sources within Nepal and abroad. However, LI-BIRD does not receive any core funding from any sources, and all the funding received is for the successful implementation of the projects. Annual budget for LI-BIRD for the current fiscal year (2001/02) is approximately 400 thousand US dollars received from nine different donors. In the mean time, LI-BIRD has been successful in generating nominal amount of revenues from its membership fees on annual basis. Similarly, some revenue is also generated from seed and soil laboratory services, hiring out of LI-BIRD vehicles to other organizations, and providing professional services for hosting workshops/seminars, trainings and consultancies.

- Role of social analysis/gender analysis in research, training, and extension:** LI-BIRD, while implementing projects in the field, provides adequate considerations to equity, gender and environmental issues. Social analysis/gender analysis (SAGA) is particularly important for identifying and specifically targeting the programs to the intended beneficiaries. SAGA is also important because different socio-economic and gender have different needs, priorities, constraints and opportunities, and unless these are well understood, the chances of program/project failure is quite high. In other words, 'hijacking by elite' of the program is just obvious in the absence of SAGA. Access to LI-BIRD programs, participation of various client beneficiaries including women and resource-poor categories of farmers, equity of benefit accruing out of program is greatly improved with deliberate efforts made on social and gender analyses. LI-BIRD believes that these analyses must occur at various stages of project cycle right from planning to implementation to monitoring and evaluation. It is equally important to learn from the results of these analyses and constantly incorporate the findings in refinement of future program/project for better delivery of services. These conditions apply to all the research, training and development programs implemented by LI-BIRD.

- Experiences and know-how level of staff about social analysis/gender analysis:**

A team of multidisciplinary professionals carries out LI-BIRD programs and projects. Staff engaged in research and development projects at different capacities have fair level of exposure to social and gender analysis tools and techniques, including the rationale of the exercises. According to organizational policy to train its staff on innovative tools and techniques emerging in relevant field, regular in-house trainings are organized. Furthermore, experience sharing through exchange visits and participation in seminar and workshops comprise an integral part of capacity building of field and center based staff for better delivery of services to its client beneficiaries.

Disaggregated data collection in terms of socio-economic categories and gender is emphasized in all LI-BIRD projects. For this, majority of staff have either been trained or well oriented (hands-on training) on participatory research methods including Participatory Rural Appraisal (PRA) and

Appreciative Inquiry approaches. Specifically, staff have exposure to and working experience on well being ranking, Venn diagram for power analysis, direct matrix ranking, focus group discussion, historical trend analysis, appreciative inquiry, knowledge acquisition, preference ranking, seasonal and daily workload calendar, social/farmer network analysis etc. Just to give the readers an overview of LI-BIRD's engagement on social analysis/gender analysis specific to agro-biodiversity management on-farm, few cases have been presented⁷:

- Who maintains genetic (varietal) diversity within the community?
In order to answer this question, and to characterize the custodians of genetic diversity, data has been analyzed in terms of socio-economic parameters such as wealth category, food sufficiency level, farm sizes, education level of decision-makers, age, gender, application of purchased inputs etc.
- How the genetic (varietal) diversity is maintained at household and at community level?
One of the ways to tackle this question has been to look into seed and information flow within and across communities. Seed and information flow networks for different resource and gender groups have been analyzed; male and female nodal persons identified, their characteristics documented.
- What is the role of *de facto* household head in management of agro-biodiversity on-farm?
With the male members migrating out of village, women have to manage their households. This situation provides women household heads with decision-making power, which they did not have in the past. Also the situation gives rise to new challenges, constraints, and opportunities specific to *de facto* HH heads. The research is trying to look into their management strategies, decision-making roles, public participation, social status etc. Efforts to link their decision to management of agro-biodiversity on-farm have been attempted thereby enabling their empowerment.
- Who makes decision on varietal introduction and/or replacement process?
Varietal diversity at household level is in constant flux. Introduction of superior genetic materials and discarding of less competitive varieties is a continuous process, which has significant role in agro-biodiversity composition at household and at community level. But we are still not clear who actually makes decision on introduction/rejection of these genetic materials including management at plot level. Studies are underway to understand these processes.
- Nature of the work: LI-BIRD fundamentally operates on project basis under different programs such as Participatory Technology Development (PTD),

⁷ Several technical papers on these topics have been published in national and international journals.

Natural Resources Management (NRM) and Livelihoods. Professionals from within LI-BIRD provide training and consultancy services to different clients while LI-BIRD's Seed and Soil Laboratory Units provide services to various LI-BIRD projects as well as to other clients on cost recovery basis.

- The Context (political, economical, and historical): This criterion is not quite clear to us. However, in our perception it is a wider political, economic and historical context of the country. Before 1990, several INGOs and very limited number of local NGOs were providing development services in some parts of the country. After the liberalization policy in the post democracy period in the 1990s, Nepal saw a dramatic increase in the number of local NGOs⁸. However, there did not seem to exist participatory research for development type of professional NGOs in natural resources and technology development sector. LI-BIRD was thus established as an NGO to address such an objective and gradually evolved as national level NGO with expertise in participatory approaches to technology development, natural resources management and livelihood enhancement. Due to different physiographic, agro-climatic and socio-economic conditions, a wide range of farming systems prevails in the country. This variation provides a good base for the comparative advantages in farming sector while at the same time these diverse conditions demand need based technologies and support services. To this end LI-BIRD attempts to complement the provision of research and development services for the people of different socio-economic conditions in different agro-ecological niches.
- Kind of external support/linkages the organization maintains: LI-BIRD always strives to develop and maintain active links with local, national and international level organizations. The strategy document of LI-BIRD clearly
- Emphasizes the partnership approach to conduct research and development activities. LI-BIRD has already established itself as a credible institution by working in partnership with various institutions including public sector national research and extension organizations (see Fig 2 in separate attachment file).

⁸ NGOs in Nepal range from a specific locality based community organization to national level organization that work in a wider geographical areas, from primarily political focused to professionally and technically oriented making a substantial contributions to other development including agriculture. There is no classification or categorization of NGOs in Nepal.

● Participatory Crop Improvement in high potential systems of Nepal (Chitwan/Nawalparasi)

● Strengthening the scientific basis of *in situ* conservation of agricultural biodiversity (Jumla/Kaski/Bara)

● Participatory Variety Selection in Upland rice *ghazya* (Tanahun)

● Participatory Plant Breeding in High Potential Production Systems an evaluation of products & methods (Kaski/Tanahun/Chitwan)

● Incorporation of local knowledge into soil and water management Intervention which minimize nutrient losses in the middle hill of Nepal (Palpa/Kaski/Chitwan)

● Participatory Variety Selection of Winter and Summer Legume Crops under *Bari* land Condition (Syangja)

● Improving the productivity & income generating opportunities from the small ruminants revised under the migratory management systems in the high hills & mountains of Nepal (Darchula/Jumla/Kaski)

● Supporting participatory maize improvement programme and,

● Farmer-led maize breeding in the middle hills of Nepal (Gulmi)

● Methodological approach to awareness creation for biodiversity conservation and management in the rural areas of Nepal (Kaski)

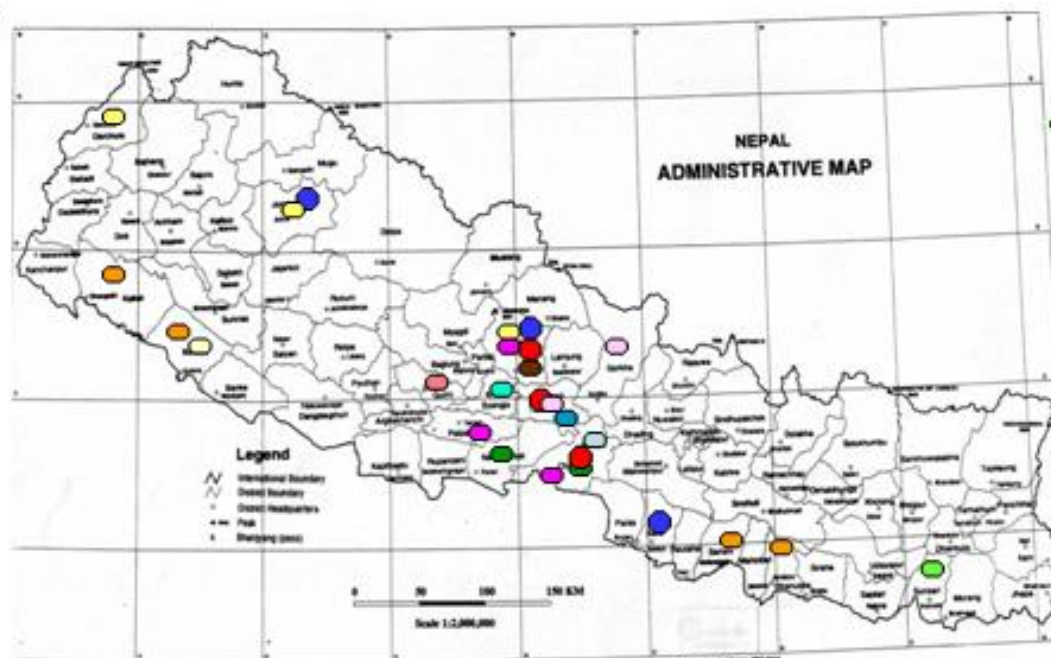
● Farmer Field School Approach to Participatory Variety Selection in Food Crops and Vegetables (Bardiya)

● Piloting the participatory scaling up of farmer preferred technologies (Kailali/Bardiya/Sarlahi/Dhamusha)

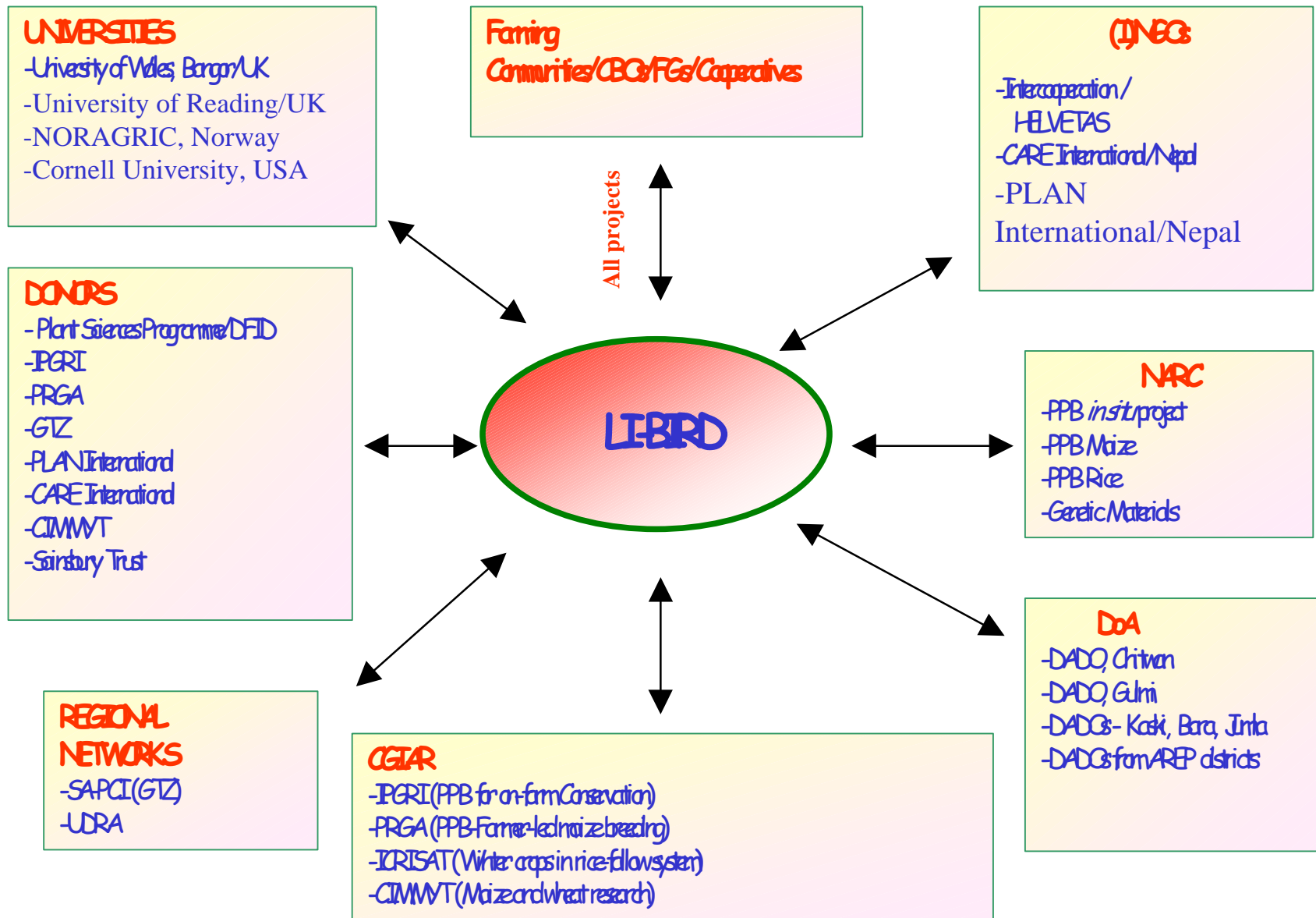
● Participatory identification of integrated agricultural technological packages suitable for shifting & slopping land cultivation areas of western hills of Nepal (Tanahun/Gorkha)

● Enhancing Livelihood of PLAN Foster Child Families through Agriculture-based Food Production and Income Generation Programmes (Sunsari)

● Constraints to lentil production in *Terai* & solarisation of rice seeding (Chitwan)



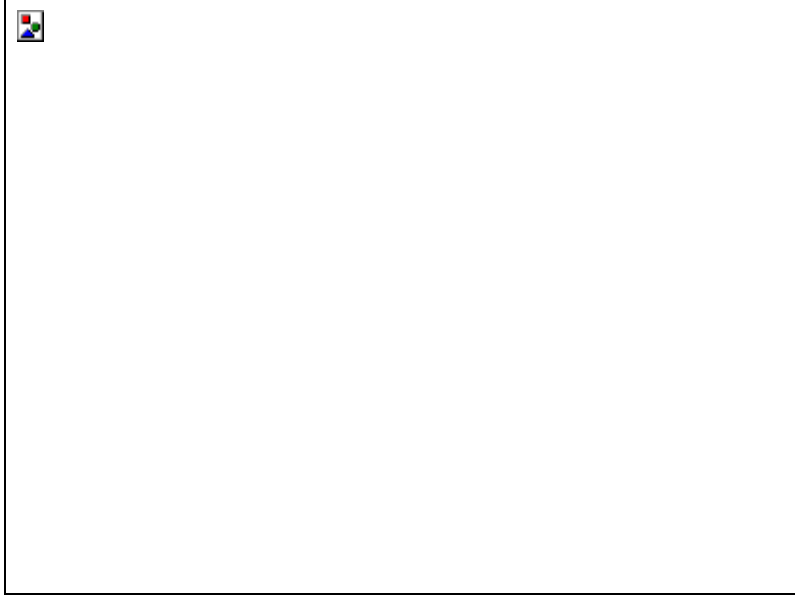
LIBIRD's Sphere of Collaboration



2.3 SITUATIONAL ANALYSIS

	Type of organization	Place of SA/GA in research, training, extension	Expertise of staff	Nature of work	Political, economic, context	External support
Hue	-university since 1967, since 1983 in Hue -research, teaching, training, consultancy, extension -programs and projects - agriculture, forestry, rural development	- important for research, teaching, training and extension	-some expertise in gender analysis, policy and institutional analysis, planning	-teaching -training -research projects -consultancies for rural development projects	-“doi moi” transition and reform -ethnic minorities -local democratization -upland poverty	-international donors -national and international research and development organizations (for research and training and teaching)
Eastern Himalaya Network	-loose network of individuals, NGOs -no formal, regular staff -research and projects interests -since 1997	-crucial to research - central to training efforts	-most members with some training, but various levels -some more research, others more extension or development work	-studies and action research -capacity building (individual, organizational) -advocacy	-multi-ethnic, multi-language region -inequity (ethnically, geographically, politically, class) -loss of IK, biodiversity -displacement	-no formal linkages -seen as weakness -only through coordinator/founder
Mongolia	- ministry of land and pasture management; NRM environmental monitoring and education, 50 staff (IDRC project)	- no specific attention (ministry) but in project SA/GA component	Some knowledge but no special experience -project: a bit more	-policy making, -education -awareness building -research	-recent attention to women's roles, decision-making -regional differences (culturally, socio-economically)	-exchange in Mongolia, but not outside
	- NGO research, ICT, sharing information, data base creation, 6 staff	- important -gender and women studies -social issues	Some training received (institutional analysis)	-research -projects -programs -consultancies	-herders (nomadic life styles)	-UNDP Mongolia -SORROS Foundation -Canada Fund, Asia Foundation -AUSAID
NEPED	-project since 1995 -implemented by a non-departmental government organization	-among first projects to address gender, and give women a place -revolving fund for women -would like to do more, but far reaching	-good awareness -but lack of technical knowledge and skills -working with men in order to empower women	-provide support to local organizations -testing and demonstration of technologies -working with farmers to provide new options	-diverse languages, tribes -insurgency -isolated (markets) -marginalized politically -biodiversity hotspot	-various linkages (national, international) with R&D organizations

	Type of organization	Place of SA/GA in research, training, extension	Expertise of staff	Nature of work	Political, economic, context	External support
		change in Naga society required		(including credit) -research on improved production in shifting cultivation		
CCAP	-government, research center for agricultural policies in China -project in Guangxi Province since 2000 -working with CAAS (NAR) system	-very important for research, experiment/actions to further involve and empower "weak" groups like women farmers	-good awareness of the team -need further awareness among policymakers and other stakeholders -further action and push are needed	-CCAP/policy research -project, action research, experiment, capacity building, policy influence	-increasing attention to SA/GA -top down government system -socio economic transition -regional differentiation	-IDRC, Ford Foundation, WAU, CIMMYT, PRGA -increasing government support through CAAS and MOA system -support team on international and national projects
LiBird	-NGO since 1995, 55 staff -NRM research and development -providing training -awareness raising -social services for disadvantaged -projects = core of work, income	-very important for research in all stages for planning and to reach various client beneficiaries	-fair level of conceptual and methodological knowledge and skills (PRA tools)	-project work (PTD, NRM, Livelihoods) -training and consultancy services	-more open politically since 1990 -enormous variety in country: agro-ecologically, socio-economically -rising Maoist movement makes field work currently difficult	- very important, strong links, diverse: local, national and international (donors, networks, CGIAR, NGOs, NARS, universities)



3) DAY 2

3.1) Exercise 3: Defining project expectations and expected results

Individually, followed by plenary discussion (day 1).

We have named this project a *learning studies* or *learning stories* activity. Please formulate what your expectations are in terms of learning and project results. Please also outline how you see us getting to those results, in other words, how do you envisage *the theory of action* that could support the project?

Reference: chapter from M.Q. Patton about *theory of action* (1997)

Process:

In plenary, the group discussed M.Q. Patton's *theory of action* which employs seven steps to get to expected results/outcomes:

- 1) Inputs
- 2) Activities
- 3) Participation
- 4) Reactions
- 5) Knowledge/Attitude/Skill changes
- 6) Practice and Behavioural Change
- 7) End Results

Project Expectations:

Individually, the participants voiced their expectations of the project, capturing the point on cards. In plenary, we grouped these cards around five main themes:

- strengthened SA/GA research capacities
- improved stakeholder involvement and transfer of knowledge and skills
- networking: learning from each other
- improved IDRC support
- contributing to equal opportunities, equity, improved livelihoods, men's ideology changed

These are the shared expected outputs of the project.

Expectations

SA/GA in specific research topics:

- gender perspective in economic research
- research on gender/land tenure; gender/fertilizer; gender/nutrition
- capacity building of project staff in SA/GA (approaches, methodologies, ability to identify opportunities)
- learn SA/GA on labour inputs in shifting cultivation and fallow management

Learning from each other:

- sharing experience, knowledge on SA/GA
- improving knowledge through lessons learned from other teams
- learn from other projects
- to learn what SA/GA is being done in other projects
- to learn about SA/GA in various Asian countries
- to learn each other's efforts to integrate SA/GA in field
- to learn each other's understanding of what SA/GA means
- to learn how other projects have used SA/GA results

Networking:

- creating network of five countries/colleagues
- establish network among participating countries/teams; information sharing
- on-line communication information exchange system

Build capacity in methodologies, tools (research process, integration)

- capacity/skill to integrate SA/GA with implementation of project
- proposal writing for SA/GA in project
- specific tools for SA/GA prior to and after (form impact assessment) the project
- increasing capacity in SA/GA through doing field research
- how to make SA/GA in the field of NRM
- improving capacity to integrate social/gender issues in NRM
- know more about SA/GA knowledge
- how to integrate SA/GA in CBNRM
- to gain new knowledge on integrating SA/GA for CBNRM
- learn SA/GA methodologies
- to test SA/GA with modern tools (for pasture management)

Improve IDRC's Role

- to learn about how IDRC can support you better to do SA/GA
- to learn how IDRC can support partners to mainstream SA/GA in orgs

Stakeholders Involvement and Transfer of Skills

- get ideas/tools/methods of transferring SA/GA skills
- to learn the role of stakeholders in SA/GA
- to better involve the marginalized in NRM action research

Awareness Raising

- increased public awareness on the importance of integrating SA/GA in natural resources management

Understanding of enabling and constraining factors

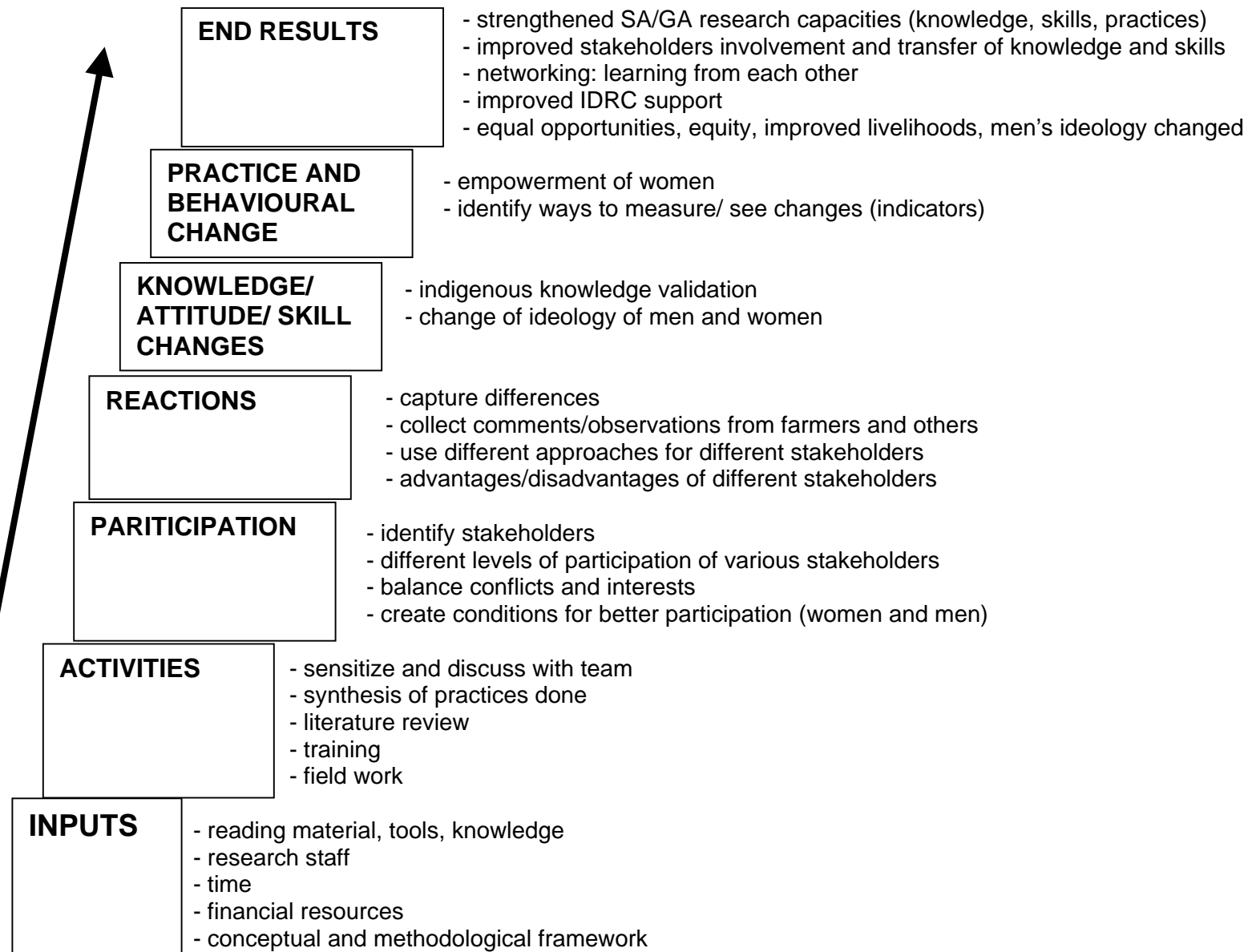
Equity/Poverty Reduction/Equal Opportunities

- gender-balanced poverty reduction in rural development
- women's status improved
- men's ideology changed
- equal participation rights
- after SA/GA project women have more access to and control over land resources
- equal access to resources and knowledge



With these revised outputs as the “end results” in the theory of action, the group brainstormed about some activities that would chart out the *theory of Action* for the SA/GA Learning Stories Project.

SA/GA Learning Stories: Theory of Action



3.2) Exercise 4: Reviewing and revising the guiding study questions

By team, followed by discussion in plenary.

In designing the project, we formulated the following six *initial* guiding questions:

- What is meant by SA/GA for/in natural resource management? Who cares about this meaning?
- What are the key capacities required to do meaningful SA/GA?
- How are these capacities developed?
- What have been/are the enabling and constraining factors/forces in the development of these capacities?
- How best can the SA/GA capacity development efforts be supported?
- What have been the achievements of the work so far, at the researchers and at the local community levels?

We now would like to review and possibly, revise these questions. Please formulate what your guiding questions would be for the study taking into considerations your expectations and expected results.

Process:

The participants broke into small groups of three to re-visit these questions and determine whether or not these still made sense. The group then met to discuss and refine the questions, which were then revised, primarily for simplicity and to incorporate explicitly the notion of different stakeholder involvement.



Revised Guiding Questions:

- | |
|--|
| <ul style="list-style-type: none">? What does SA/GA in NRM research mean for different stakeholders?? What are the key capacities required for different stakeholders to do SA/GA?? How are these capacities developed and strengthened (e.g. through networking, organization support?)? What are the enabling factors? What are the constraining factors?? What have been the achievements of the work so far at different stakeholders' levels?? What do we need to do more to “cure the disease”? |
|--|

Other questions that arose may be specific to projects:

- ? What are the specific SA/GA issues at the project level, and for which stakeholders?
- ? What are the roles of men and women in NRM?
- ? What impact does SA/GA have for different stakeholders?
- ? How can we create conditions for equity?

3.3) Exercise 5: Understanding the meanings of *integrating social analysis and gender analysis*

In small, mixed groups, followed by plenary discussion (day 2).

Social analysis/gender analysis can mean different things to different people. The same is very likely true for *integrating* social analysis/gender analysis in research and development efforts.

1. Please describe briefly what your understanding is of doing social analysis and gender analysis; give one or two concrete examples of how you have used or are using such analyses in your own (field) work.
2. Please describe as well what integrating such analyses into your work imply: How do you go about doing this in your team/organization? What are the challenges and maybe obstacles for achieving this? Give a concrete example of your efforts and challenges/obstacles.
3. The Learning Studies project aims to strengthen ongoing efforts to integrate social/gender analysis. Please identify what you see as the best entry point for doing this in your own project/organization.

References: various articles/pieces.

Process:

The participants broke up into groups of three to discuss their individual understanding of concepts of social/gender analysis. Each person had an opportunity to share their individual experiences in integrating SA/GA into their work and their team, highlighting some of the challenges and constraints, as well as some of the opportunities and entry points. These were then discussed in plenary.

Understanding the Meaning, Challenges, and Strategies:

Meaning:

- ☞ examine roles/responsibilities of different categories, stakeholders
- ☞ relations to each other re: power, control, decision-making, status
- ☞ understand differential impacts on women and men
- ☞ identifying strategies people use to overcome position
- ☞ relations within/between communities
- ☞ ultimate goal is empowerment of groups
- ☞ SA/GA is dynamic, changing over time
- ☞ Gender is a part of social analysis, integrated with issues of culture, religion, class, age, ethnicity
- ☞ Integrate issues of policy
- ☞ Ultimate goal is to change power relations

Challenges:

- ☞ lack of gender sensitization
- ☞ lack of resource persons
- ☞ limited capacity of staff
- ☞ diverse cultures of communities
- ☞ prejudices and behaviour of men, women (communities, staff,)
- ☞ how to integrate in all stages of project cycle, not just design or diagnostic stage
- ☞ male dominance and non-acceptance
- ☞ adverse/"defensive" policies and policy-makers
- ☞ budgets limited
- ☞ need to keep open mind for diverse situations
- ☞ limited information flows (male-male)
- ☞ capacity building takes time

Strategies/Entry points:

- ☞ work with groups
- ☞ group should have common understanding of SA/GA
- ☞ sharing information
- ☞ develop common strategy
- ☞ identify and examine expected impacts/benefits of SA/GA
- ☞ collecting baseline information
- ☞ public awareness and sensitization of men and women
- ☞ increase women's voice in decision making at all levels
- ☞ increase number of women extension workers
- ☞ integrate both qualitative and quantitative analysis
- ☞ integrating SA/GA in all stages of the project cycle
- ☞ capacity building of all stakeholders
- ☞ involving more men in SA/GA
- ☞ consider policy/legislative issues

4) DAY 3

4.1) Exercise 6: Defining the case study research questions

By team, followed by a plenary presentation (day 2).

Based on the results of the first 5 exercises, please define up to 3 key research questions that you would like to address in the coming period (6-8 months). Further refinement of these questions will take place through the following exercises.

Process:

Based on the discussions over the past couple of days, and using the guiding questions as an overarching framework, each team then developed up to three research questions that they would like to address in the context of the projects in which they are working, and which enhance the SA/GA component. The teams then shared these questions in plenary, and through peer review and critique, the group discussed and refined the questions.

5) DAY 4

5.1) Exercise 7: Writing an action plan

By team, followed by plenary presentation and review (days 2, 3, 4)

The core activity of the Learning Studies project is a short action-oriented research activity through which you would be able to strengthen ongoing efforts in your project and/or organization. Please draft a concise action plan for such an activity through answering the following questions:

Strengthening the integration of social analysis/gender analysis:

- For whom?
- Who?
- What?
- When?
- How?
- What resources are needed?

Process:











Each team then chose one research question and sat down to develop a SA/GA Action Plan. This action plan (of 4-5 pages) will contain the following components:

- 1) Background (Situational Analysis)
- 2) Goal (Objectives and guiding questions)
- 3) Expected Results (Theory of Action)
- 4) Research Questions
- 5) Participants
- 6) Activities/Methodology/Timeline
- 7) Monitoring and Evaluation
- 8) Resources (small grant, own)
- 9) Networking

Each team then reported back to the group to elicit feedback, focusing on:

- 1) Revised research question(s)
- 2) Methods/activities/timeline
- 3) Networking needs

Networking needs/ideas raised:

-  use VRC, mailing list
-  sharing/learning methods, tools, experiences from other SA/GA
-  use VRC to share experience of cases
-  posting draft reports and soliciting/giving comments
-  pose questions and answers to problems
-  use VRC to exchange information on teams efforts to solve constraints in the project cycle
-  share information on targeting/transferring methods to disadvantaged groups
-  technical support from IDRC and other project participants
-  use networking for advocacy
-  possible exchange between projects working on similar issues (e.g., CCAP and Li-Bird work on PPB)

6) DAY 5

The group reviewed the road map to date:

- a) situational analysis – comparison of contexts and experience of each of the teams
- b) integrating SA/GA – developing a common meaning of SA/GA, discussion of challenges, strategies, and opportunities
- c) research questions and action plan – developing a plan to build on existing work through a “theory of action” to address social/gender issues and strengthen capacity to undergo this research. The process supported peer review, inputs and discussion.

The group then moved forward to discuss next steps including ways to encourage networking. Responsibilities and timings were assigned.

Action	Responsibility	Time
Action Plans:	All	
Contact Li-Bird and share workshop results	Liz/CCAP	May 17/02
Finalize draft action plan	All	June 1/02
Write up workshop VRC article	CCAP	May 27/02
Complete workshop report	Liz and Ronnie	June 1/02
Finalize contracts for small grants and transfer of funds	CCAP/IDRC	June 30/02
Implementation of action plan	All	Jun/02–Aug/03
Networking:	All	ongoing
- establish site on VRC/email for info exchange	Ronnie and Mantang	May 31/02
- post action plans on VRC	All	June 1/02
- comments on others' action plans	All	June 30/02
- question and answer (Q&A) discussion forum on methods, approaches, challenges	All	ongoing
- share research reports, relevant documents	All	Ongoing
- act as resource persons to projects	All	Ongoing
- post dissemination/results (local language, papers, policy briefs) on VRC	All	Ongoing
- visits by IDRC staff to projects:		

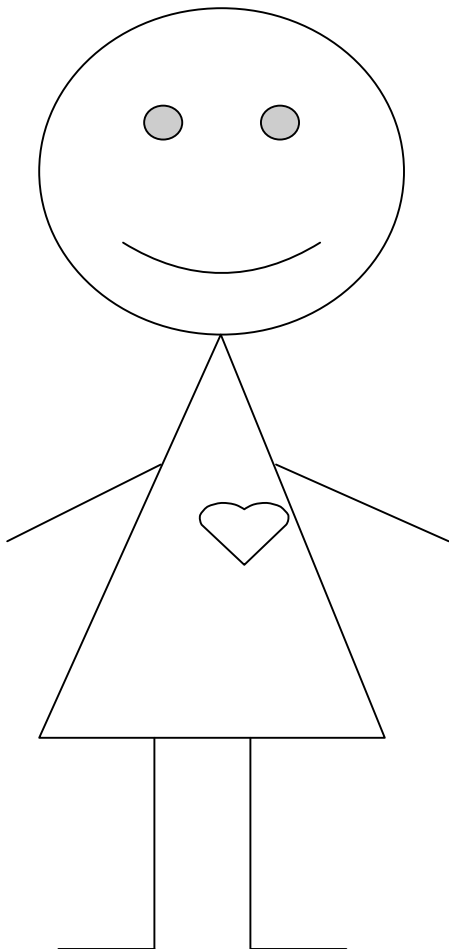
Action	Responsibility	Time
- Mongolia	Ronnie	Sept/02
- Nagaland	Liz	Oct/02
- Sikkim	Liz	Nov/02
- China/Vietnam	Ronnie	Jan/03
- Nepal	Liz	?Dec/02
- 2 nd project workshop	All Mongolian team to host?	June 03?
Outputs/dissemination:	All	
- working papers (publication of case studies)	All	
- publications in local languages	All	
- policy briefs	All	

7) EVALUATIONS

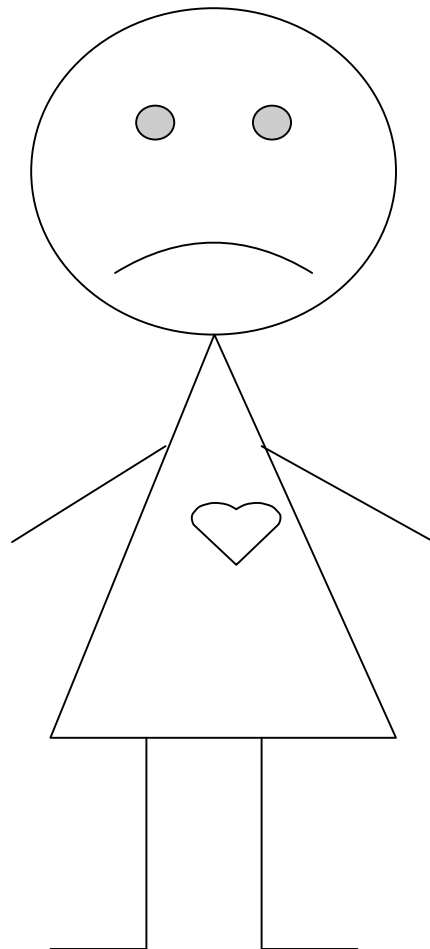
The group carried out 4 different exercises with the dual agenda of evaluating the workshop (content and process) as well as learning new exercises that they may be able to implement in their own project activities. Each of the four different exercises and the results are described below.

7.1 LESSONS LEARNED

What I've learned



What I need to learn more



HEAD	= KNOWLEDGE
HEARD	= ATTITUDE
HANDS	= SKILLS
FEET	= PRACTICE

Process:



Individually, participants wrote up a few words on a card to illustrate what they had learned (one item per card). These were read out to the group and placed near the head if it represented knowledge, heart if it reflected attitude, hands for skills, and feet for practice. The group then did the same to illustrate what they want to learn more.

What I've Learned:

- ☒ Activities of other groups
- ☒ Theory of action
- ☒ New concept: theory of action and proposal writing
- ☒ Sharpen concept and understanding of SA/GA and links to action
- ☒ Steps in workshop process
- ☒ How to improved knowledge on SA/GA in a project
- ☒ Experience of other projects in SA/GA
- ☒ New skills in organizing workshop, evaluation
- ☒ Information about VRC and potential uses
- ☒ Understanding of project process
- ☒ SA/GA proposal writing
- ☒ Encouragement to do more SA/GA in china
- ☒ Desire to work harder in organizing workshops
- ☒ Peer inputs in refining research questions
- ☒ Strong peer support in workshop
- ☒ Better appreciation of diversity of context




What I want to Learn More:

- ☒ Impacts of doing SA/GA (comparisons with others)
- ☒ English/Chinese
- ☒ Computer networking

- ☑ How to integrate SA/GA in economic analysis
- ☑ Technical analysis of SA/GA – methods, concepts
- ☑ Integrate SA/GA into government projects
- ☑ How to have organizational support to do SA/GA
- ☑ Tools to influence policy makers
- ☑ How to link results to advocacy
- ☑ Skills to transfer SA/GA methods to partners, communities
- ☑ Concrete methods/skills to integrate SA/GA in the field
- ☑ How to integrate SA/GA in NRM projects
- ☑ How to help farmers do better business
- ☑ How to improve logistics
- ☑ How to apply SA/GA at the community level
- ☑ Better “kampei!”

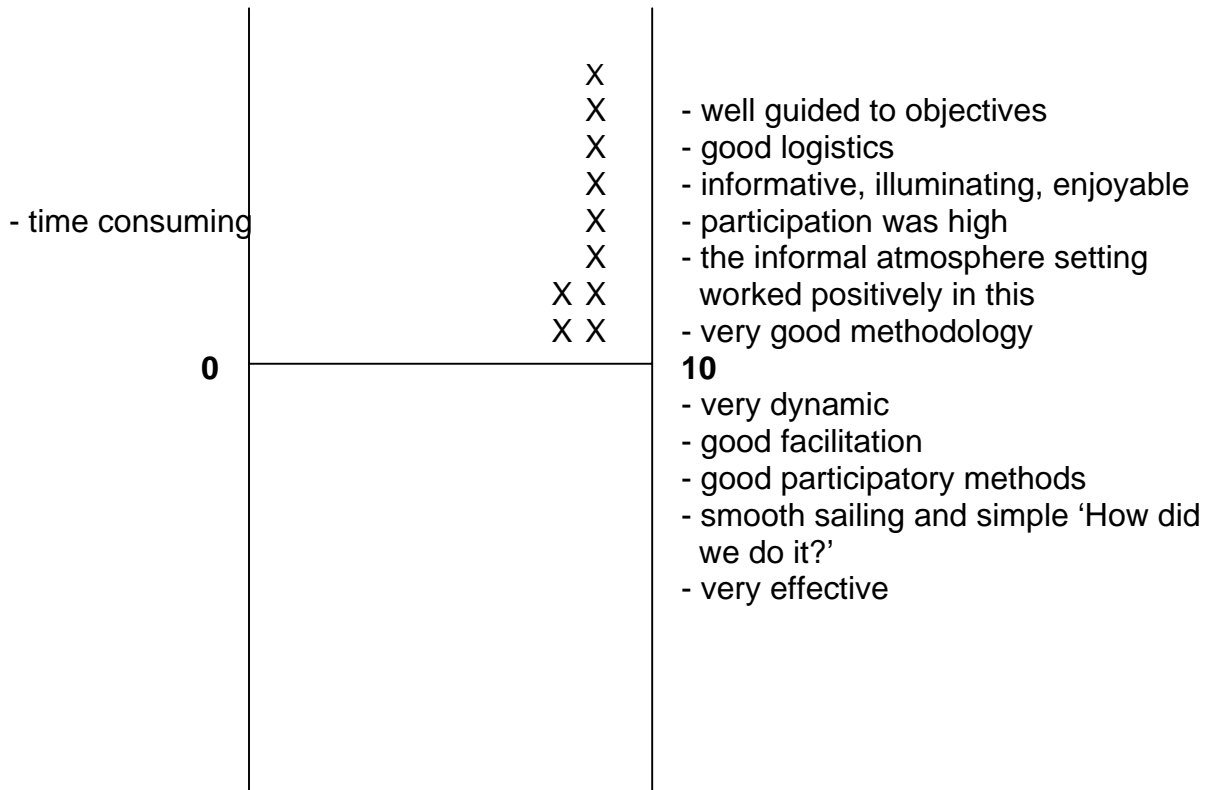
7.2 ACHIEVING OBJECTIVES

How well did we meet our objectives? Comments?

Objectives				Comments
1. Getting to know each other	XXXXXXXXXX			- should continue
2. Situating our organization and projects	XXXXXXXXXX			
3. 1 st Shared understanding of concepts	XXXXXXXXXX			
4. Draft Action Plan	XXXXXXX	XXXX		- do-able - how will action happen?
5. SA/ GA Networking	XXXX	XXXXXXXXXX		- still not very definite - needs more organization - better linkages

7.3 WORKSHOP METHODS / DYNAMICS

On a scale of 0 to 10, with 0 = Poor and 10 = Excellent, how do you rate the workshop methodology and dynamics?



7.4 OVERALL SATISFACTION

BULLSEYE

What is your over all satisfaction with the workshop ?

